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ABSTRACT

An innovative project sought to achieve four objectives. These were: 1) to establish a training program for teacher aides of high school age from minority communities; 2) to establish a recruiting program for educational careers; 3) to test the recruiting model in different contexts; and 4) to determine the impact of the training and recruiting programs as change agents in public education. A variety of methods, including free response techniques, questionnaires and interviews, were used to evaluate the project. The training program was regarded as successful by both teachers and participants; the recruiting program did attract minority students but systematic, conclusive evidence of career choices will not be available for several years. The model was not truly tested in different contexts, and hence its applicability in other situations can not be estimated. Finally, the influence of the programs as change agents was impossible to assess in the short run. (LB)

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kids teaching kids-two

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Kids Teaching Kids worked in the following school districts and schools during the school year 1971-72:

Fremont Union High School District
Sunnyvale High School
San Francisco Unified School District
Woodrow Wilson High School
Sequoia Union High School District
Menlo-Atherton High School
Ravenswood High School
Jefferson Union High School District
Serramonte High School, Daly City

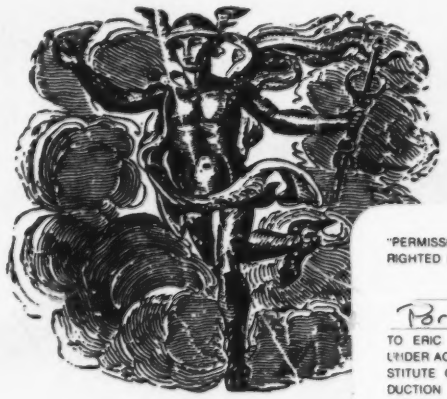
Menlo Park Elementary District
Laurel School, Menlo Park
Ravenswood City Elementary District
Brentwood School, East Palo Alto
Kavanaugh School, East Palo Alto
Willow School, Menlo Park
Sunnyvale Elementary District
Fairwood School, Sunnyvale
Lakewood School, Sunnyvale

The Staff of the Project:

Carol Baker
Fred Brousseau
Julie Casson
Julie Chailleux
Pat Crowley
Ann-Marie Gretsch
Carla Harris
Jim Kerr
Fred Podris
David Roselle
Peter Lynn Sessions
Wanda Thompson
April Freon
Flewellyn Waidner

Kids Teaching Kids was a division of Portola Institute (540 Santa Cruz Ave., Menlo Park, CA 94025) during the school year 1971-1972. It is now a part of Zephyros (221 Byron St., Palo Alto, CA 94305), a public non-profit educational corporation. Kids Teaching Kids was funded by the U.S. Office of Education Contract No. OEC-O-71-1067. Additional funding for summer planning came from the Levi Strauss Foundation, San Francisco.

Publication of this evaluation, Kids Teaching Kids 1, 2, and 3 *has been provided for by funds from the original grant to help disseminate this model. Copies may be obtained free by writing Kids Teaching Kids, 1115 Merrill Street, Menlo Park, CA 94025. Please enclose $0.25 for mailing costs.*



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Edited and designed by Richie Gordon. Set by Trudy Smith on an IBM composer. Illustrations by Karen Johnson and Gina Farrell. Kids Teaching Kids One *printed by the Free Press, Palo Alto, California.* Kids Teaching Kids Two *and* Three *printed by Nowels Publications, Menlo Park, California. Photographs by Fred Podris*

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KIDS TEACHING KIDS ONE
an introductory pamphlet

KIDS TEACHING KIDS TWO (this booklet)

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note: teacher aides and teacher aids mean the same thing in this booklet.

KIDS TEACHING KIDS THREE
jim kerr's fantasy
and a photo display

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Excerpts from teacher aide, teacher, and staff logs....

. . . confidence first. And it can take a long time. But once it comes, or begins to come—it's really great.

Confidence is a BIG thing between the tutor and student. I don't think it's EVERYTHING. That is—once there's confidence and trust everything doesn't always go perfectly. But it goes much more smoothly, easily, and effectively and it's much more fun.

Confidence comes with learning about each other's needs, habits, personality, etc. Then you can work better together.

*

. . . the one thing I learned from the workshops was different ways I could discover myself. I didn't think it would have any bearing on how I worked with my tutee but it did. I found that if I could become aware of ways I communicate to others, I would be aware of communications from other people. It's really a neat thing because I discovered so many subtle messages from my tutees and I could really pick up on their true selves. How different they all are. They learn in such different ways, it's like a fantastic journey.

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. . . listening. Don't impose your ideas, but listen. absorb things, think about them, try to find out where the person's at—really try.

Today was the first day that my tutee asked me to read with him. usually it's the other way around. It made me happy of course.

I found myself doing some mapping today. It just happened. It was about some reading that I joined him in the middle of. I really didn't understand what was going on—so purely for my information I asked him what had been going on before—

no judgments—no testing
he was suspicious I know—
but he did really tell me
something I didn't know
and HE HELPED ME
which is a big thing.

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. . . I was just as determined as my student was. So we play a work game he like and wanted to play again. I was so proud that he wanted to play again. I almost cry. I don't give up. I guess I understand why the teacher keep on, because you feel proud of yourself after getting through to the student. When the kids are learning you really feel proud.

*

KIDS TEACHING KIDS EVA
final report by pl

CHARACTERISTICS OF THE EVALUATION

We desired an evaluation that was consistent with the project's g environment in which growth in personal and interpersonal awa possible. The evaluation was to have the following characteristi

1. Evaluation would be continuous and ongoing, so that the staf program as it went along, using the data we could gather to ch of the alterations.
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Limitations of this evaluation:

1. Projective and self-report techniques are considered unreliabl
2. There were no experimental controls of any kind.
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A variety of methods and materials were used. Here is a brief d method.

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Circle Scale

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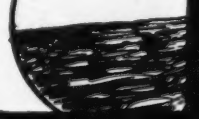
Circle Scale as presented to rater

Circle Scale with rating (about 50%)



KIDS TEACHING KIDS EVALUATION
final report by pls

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The first characteristic could not be maintained; most of the data collection occurred at the end of each of the two semesters of the program. The other two characteristics were evident in the method we used. The main strength of this type of evaluation is consistency with staff intention. The main weakness is credibility.

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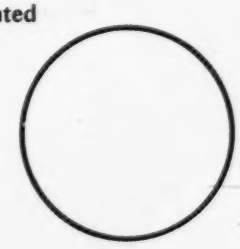

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alot depends on the interest I show for something. If I seem enthusiastic about it, he probably will too—

The problem is, alot of the stuff we do is boring.

*

Sit close—establish an intimacy.

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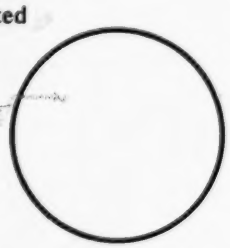

Circle Scale with rating (about 50%)

We used the Circle Scale to assist us in interviews of te at one of the high school reading labs.

At the beginning of the interview, we asked each pers after the other.

Card No. 1 How useful did you think this program w (Circle Scale)

Card No. 2 How useful did it turn out to be? (Circle Scale)

Card No. 3 If it were offered, would you participate (Yes or No)

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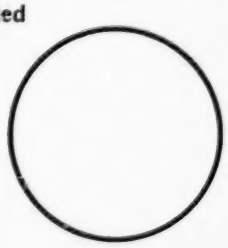

Circle Scale with rating (about 50%)

We used the Circle Scale to assist us in interviews of teachers, tutors and students at one of the high school reading labs.

At the beginning of the interview, we asked each person to fill out three cards, one after the other.

Card No. 1 How useful did you think this program was going to be? (Circle Scale)

Card No. 2 How useful did it turn out to be? (Circle Scale)

Card No. 3 If it were offered, would you participate in this program again? (Yes or No)

We encouraged them to talk as they filled out the cards, and to explain their answers. Teachers who had attended workshops for teachers used two circles, one for themselves and one for the tutors.

Free Response

The free response technique consists of giving a word or short phrase, and recording the words that occur immediately to the responder. This technique was given to the project staff as a written instrument. Each staff member was asked to respond individually to 12 items. The responses were collated, and the combined answers were passed out to the staff as feedback. For example:

EVALUATION

Not ready to yet; what happens to our government funding if our evaluation is a revolutionary statement?
This form is a good idea; ought to be given to the kids in some way.
I'm enjoying the process; I think it will help us improve the project.
Pain in the butt, but definitely necessary. Nice to have Peter with us.
Not enough contact.
Stimulating, awareness expansion.
Possible bringing together.
Logical, understandable learning.
Whose? Of what? Still a story.

One of the questionnaires contained a Free-response item: "Please make a brief list of one or two word phrases that come to mind when you think of your teacher aid/aides"

Free response was also used as an exercise at the last follow-up meeting of one group. In this setting the items and responses were given verbally, and recorded as they were spoken.

I Don't Know, I Know, I feel

This exercise was tried once with the staff, following a discussion of evaluation instruments. Each person was asked to write down something that he or she did *not* know (but would like to know), something that he or she *did* know, and something that he or she *felt*, about the project. We used three colored 5X8 cards, blue, pink, and red respectively. The intent of this exercise was to help the staff design the evaluation by identifying information needs and by distinguishing between evidence and feeling.

Ideally, this technique should be used a number of times with the same group, and in the middle rather than at the end of the program year.

Designing Questionnaires

Four sets of questionnaires were used during the year. Of the four, two were designed by one staff member, and two were designed (with minimal or no staff assistance) by groups of high school participants. The questions asked by the students can be taken as an unobtrusive measure of their interests. The content of the questions on each questionnaire were tallied for comparative purposes.

Questionnaires

Questionnaires were given to one student group, and to elementary school teachers in three schools. The number responding were small in each case, (6, 5, 11, and 12). Responses were classed as "Unanimous," or "Majority," and an attempt was made to check on some of these responses by interviews with other teachers and students.

Logs

Students were encouraged to keep daily logs in the first semester, and asked to keep them in the second semester. Approximately 10 logs were turned in in the first semester, and about 40 in the second. No attempt to structure the responses was made; students were asked to write whatever they wished. Responses were tallied, and frequent responses were checked against other sources of information.

Fantasy: Ideal Workshop

In this exercise, an individual is asked to describe his or her ideal of a perfect workshop. With the staff, responses were written out by the individual; with students and teachers during "planning week" (end of Semester II), people worked in pairs, one responding verbally and the other recording the response. When the response

. . . Workshop No. 4
Really, the best one
A look inward about
what's going on there
as well as a looking o
group was really nice
less.
A time to be and thin
a time to laugh and t
Stimuli to send you i

Last week I think it
when I show vivacity
right, and it doesn't
So I took this "7 is a
like it was the greate
had a little discussion
mixture of humor, s
alness on my part.
show what was ins
be scared to do the s
handy figure" made
fast.

. . . Vivian, Brenda a
most remarkable jun
to watch. One day
thing and now she is
for her and I'm happ
much more self-conf
She's really pleased
It gives her a sense o

I would like, if I cou
creativity and aware
to create new and ex
reading that will not
by my student. I fe
type in this manner,
particularly turned
approach, he prefers
Because I'm working
even older, I have to
sitivity toward him,
moments of what he
really badly by just
lunging forward. Th
just let it go. I migh
cise into a very slow
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shop

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*

. . . Workshop No. 4

Really, the best one yet besides the first.

A look inward about me and my student and what's going on there,

as well as a looking outward and seeing that the group was really nice this time—a unit more or less.

A time to be and think by yourself as well as a time to laugh and talk to others.

Stimuli to send you inward and get you thinking

*

Last week I think it went well. He responds when I show vivacity and enthusiasm, all right, and it doesn't really matter what for. So I took this "7 is a handy figure" and made like it was the greatest and after each story we had a little discussion. The discussions were a mixture of humor, some tact, and some person- alness on my part. that is—telling about myself—show what was inside of me—so that he wouldn't be scared to do the same. In this way "7 is a handy figure" made the periods zip by really fast.

*

. . . Vivian, Brenda and Doris have all made the most remarkable jump. It's almost unbelievable to watch. One day Vivian couldn't read anything and now she is doing so well. I'm so happy for her and I'm happy for me too. She's so much more self-confident than she used to be. She's really pleased with herself she's succeeded. It gives her a sense of worth.

*

I would like, if I could, to mix enthusiasm with creativity and awareness. It is very hard for me to create new and exciting ways to approach reading that will not be regarded with suspicion by my student. I feel he is the conservative type in this manner, and though he is not particularly turned on by the "normal" approach, he prefers routine.

Because I'm working with someone my age or even older, I have to have a great deal of sensitivity toward him, and awareness at all moments of what he's feeling. I can blow it really badly by just closing myself off and lunging forward. This is why a lot of times I just let it go. I might stretch one little exercise into a very slow and long period or maybe just sit down by my student, say hello, and read a book. Since he doesn't say much, it's sometimes difficult to know what he prefers—"letting go" or my spurts of activity. There does have to be a certain amount of lunging

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I'm enjoying the process; I think it will help us improve the project.
Pain in the butt, but definitely necessary. Nice to have Peter with us.
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Students were encouraged to keep daily logs in the first semester, and asked to keep them in the second semester. Approximately 10 logs were turned in in the first semester, and about 40 in the second. No attempt to structure the responses was made; students were asked to write whatever they wished. Responses were tallied, and frequent responses were checked against other sources of information.

Fantasy: Ideal Workshop

In this exercise, an individual is asked to describe his or her ideal of a perfect workshop. With the staff, responses were written out by the individual; with students and teachers during "planning week" (end of Semester II), people worked in pairs, one responding verbally and the other recording the response. When the response was felt to be complete, responder and recorder switched roles. Responses are indicators of values, feelings, complaints, and ideas for improvement. The responses were read aloud at the end of the exercise for discussion; subsequently they were also classified and tallied for comparison with other pieces of data.

Mapping and Interviews

The technique of mapping is discussed elsewhere in this publication. Basically, mapping is a one-to-one interview method in which the interviewer uses the responses at each point to form the next series of questions. The interviewer may record the responses as they occur. Responses are not limited to any one category. This method was used throughout the second semester to examine staff values and intentions. In addition to mapping, interviews with students (high school and elementary) and teachers were conducted. Some of these interviews were structured by using a prepared set of questions (e.g., see Circle Scale) made up by the staff.

ught to be given to the kids in some way.
think it will help us improve the project.
tely necessary. Nice to have Peter with us.

ansion.

rning.
ory.

ontained a Free-response item: "Please make a brief
ases that come to mind when you think of your teacher

as an exercise at the last follow-up meeting of one group.
responses were given verbally, and recorded as they were

el

with the staff, following a discussion of evaluation
as asked to write down something that he or she did
know), something that he or she *did* know, and some-
ut the project. We used three colored 5X8 cards, blue,
The intent of this exercise was to help the staff design
information needs and by distinguishing between

d be used a number of times with the same group, and
the end of the program year.

ere used during the year. Of the four, two were
r, and two were designed (with minimal or no staff
school participants. The questions asked by the stu-
btrusive measure of their interests. The content of the
aire were tallied for comparative purposes.

one student group, and to elementary school teachers
r responding were small in each case, (6, 5, 11, and 12).
Unanimous," or "Majority," and an attempt was made
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*

Last week I think it went well. He responds when I show vivacity and enthusiasm, all right, and it doesn't really matter what for. So I took this "7 is a handy figure" and made like it was the greatest and after each story we had a little discussion. The discussions were a mixture of humor, some tact, and some personalness on my part. that is—telling about myself—show what was inside of me—so that he wouldn't be scared to do the same. In this way "7 is a handy figure" made the periods zip by really fast.

*

. . . Vivian, Brenda and Doris have all made the most remarkable jump. It's almost unbelievable to watch. One day Vivian couldn't read anything and now she is doing so well. I'm so happy for her and I'm happy for me too. She's so much more self-confident than she used to be. She's really pleased with herself she's succeeded. It gives her a sense of worth.

*

I would like, if I could, to mix enthusiasm with creativity and awareness. It is very hard for me to create new and exciting ways to approach reading that will not be regarded with suspicion by my student. I feel he is the conservative type in this manner, and though he is not particularly turned on by the "normal" approach, he prefers routine.

Because I'm working with someone my age or even older, I have to have a great deal of sensitivity toward him, and awareness at all moments of what he's feeling. I can blow it really badly by just closing myself off and lunging forward. This is why a lot of times I just let it go. I might stretch one little exercise into a very slow and long period or maybe just sit down by my student, say hello, and read a book. Since he doesn't say much, it's sometimes difficult to know what he prefers—"letting go" or my spurts of activity. There does have to be a certain amount of lunging forward, but I have to remain open at all times: relaxed, with my mind centered. This is because we will move farther and farther apart if I'm not aware that his self respect is at stake.

Workshops:

High School Students seem to enjoy having workshops.

Overnight workshops are better than 1-day (2-day may be even better.)
Black kids and white kids demand some different activities.
Our staff has not found enough activities that have been acknowledged as successful by many black kids.
The relevance of activities in workshops for teacher aid's teaching is not always perceived.
Activities don't always have to be directly relevant.
Exercises etc. may not be—e.g. backrubs.
Some kids, teachers, and staff were bothered by "unpragmatic" exercises, wanted closure.
Some connections were made by and for students.
Interest in the program didn't wane in the second semester like Sem I except some groups.

*

Classroom experience:

Teachers supported and expressed ideals of freer learning but were not willing to do what it took to allow it to happen.
There was evidence of change in the way teachers acted and teacher aids acted in the classroom.
Staff still interested in facilitating meetings between teachers and students.
People (kids, teachers) complain a lot about authority but will not confront it actively or directly.
People bitch about rules, but want them made for them.
Teachers want to have aids in the classroom.
Most teachers don't want to give kids the chance to try out developing skills.
You can get teachers and kids into a teacher aid program.
Kids learn something from bad teachers.
High School Students have pretty powerful experiences working in classrooms regardless of the teacher, good or bad.
Elementary kids generally prefered tutors over teachers, but not reading lab tutees.
Elementary kids generally perceived students as less threatening, more accessable, nicer.
Elementary teachers expressed concern that tutors wanted to be friends instead of teachers to the kids.
Staff regreted having to be involved with the administration of the program in elementary schools.
Transportation was a difficult problem, especially for the workshops and for EPA kids—this limited the students (some).

*

Recruitment:

Recruitment of high school kids worked best when it was done by people at the schools, especially black kids.
Effective recruitment happened when: Kids Teaching Kids staff were there a lot.

Attrition

This unobtrusive measure consisted of comparing the number of studen enrolled at the beginning of each semester with the number of students workshops, followup meetings, and/or classrooms at the end of the sem

Data so obtained was analyzed by sex and race, as means of checking t power" of the program for different participants. Comparison of patte attrition between semesters provides a rough check on the effect of ch in the program made at mid-semester.

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DISPLAYING THE DATA

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Timing									
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End of Sem I			X		X	X	(X)		X
Beg of Sem II	X						X		X
End of Sem II	X	X	X	X	X	X	X	X	X
Used With:									
Staff	X		X	X				X	X
Tutors	X		X		X	X	X	X	X
Elem S's	X	X							X
Teachers	X	X				X	X**	(X)	X
Content									
Workshops	X		X	X	X		X	X	X
Classroom	X	X	X		X	X	X	(X)	X
Other			X	X			X		X
Values			X	X	X			X	
Goals		X	X	X		X	X	X	X
Interests	X		X	X	X		X	X	X
Events	X						X		
Feelings	(X)		X	X		X	X	X	
Inferences			X	X					X
Ratings		X	X	X		X	X		X
Complaints			X			X	X	X	X
Format									
Individual			X	X		X	X	X	
Pairs		X						X	X
Group			X						
Unobtrusive	(X)				X				

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Used With:											
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Tutors	X		X		X	X	X	X	X	X	
Elem S's	X	X							X		
Teachers	X	X				X	X**	(X)	X		
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Classroom	X	X	X		X	X	X	(X)	X	X	
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Values			X	X	X			X			
Goals		X	X	X		X	X	X	X		X
Interests	X		X	X	X		X	X	X	(X)	X
Events	X						X				
Feelings	(X)		X	X		X	X	X			X
Inferences			X	X					X		X
Ratings		X	X	X		X	X		X	(X)	X
Complaints			X			X	X	X	X	(X)	X
Format											
Individual			X	X		X	X	X			
Pairs		X						X	X		
Group			X								X
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**teacher workshop group only

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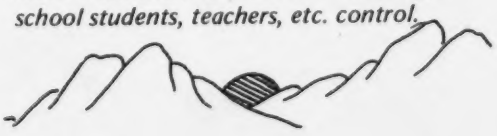
Recruitment:

Recruitment of high school kids worked best when it was done by people at the schools, especially black kids.
Effective recruitment happened when:
Kids Teaching Kids staff were there a lot.
Kids Teaching Kids staff talked to teachers and kids, to pass the word on to other kids.
Kids brought other kids.
There was some involvement (people doing things, coming to workshops, built around personal ties, but . . .)

*

Staff:

Staff wanted to maintain control of project more often than not, rather than let high school students, teachers, etc. control.



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Interests	X		X	X	X		X	X	X
Events	X						X		
Feelings	(X)		X	X		X	X	X	
Inferences			X	X					X
Ratings		X	X	X		X	X		X
Complaints			X			X	X	X	X
Format									
Individual			X	X		X	X	X	
Pairs		X						X	X
Group			X						
Unobtrusive	(X)				X				

*(X) = partially or probably applies
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RESULTS WITH SELECTED MEASURES

Some of the methods used provide results which are trustworthy directly presented as information. These are: Circle Scale interv Questionnaire Design, Questionnaires themselves, Logs, Ideal Wo and Attrition.

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Used With:											
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Events	X						X				
Feelings	(X)		X	X		X	X	X			X
Inferences			X	X					X		X
Ratings		X	X	X		X	X		X	(X)	X
Complaints			X			X	X	X	X	(X)	X
Format											
Individual			X	X		X	X	X			
Pairs		X						X	X		
Group			X								X
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*(X) = partially or probably applies
**teacher workshop group only

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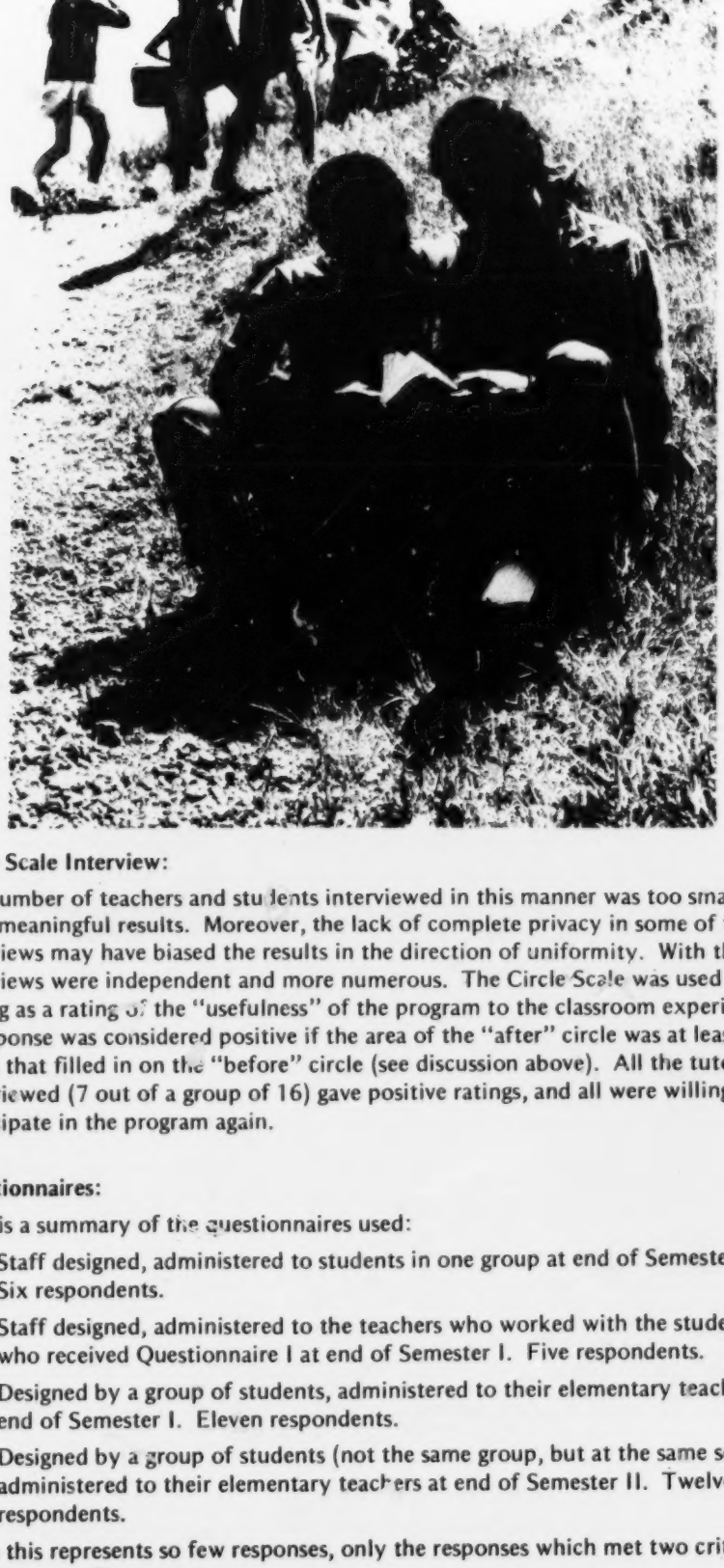
RESULTS WITH SELECTED MEASURES

Some of the methods used provide results which are trustworthy enough to be directly presented as information. These are: Circle Scale interview (tutors only), Questionnaire Design, Questionnaires themselves, Logs, Ideal Workshop Fantasy, and Attrition.



Circle Scale Interview:

The number of teachers and students interviewed in this manner was too small to yield meaningful results. Moreover, the lack of complete privacy in some of these interviews may have biased the results in the direction of uniformity. With the tutors, interviews were independent and more numerous. The Circle Scale was used in this setting as a rating of the "usefulness" of the program to the classroom experience. A response was considered positive if the area of the "after" circle was at least as big as that filled in on the "before" circle (see discussion above). All the tutors interviewed (7 out of a group of 16) gave positive ratings, and all were willing to participate in the program again.

Questionnaires:

Here is a summary of the questionnaires used:

I. Staff designed, administered to students in one group at end of Semester I. Six respondents.

II. Staff designed, administered to the teachers who worked with the students who received Questionnaire I at end of Semester I. Five respondents.

III. Designed by a group of students, administered to their elementary teachers at end of Semester I. Eleven respondents.

IV. Designed by a group of students (not the same group, but at the same school), administered to their elementary teachers at end of Semester II. Twelve respondents.

Since this represents so few responses, only the responses which met two criteria are reported. These were:

1. The response represents a (nearly) unanimous view of the teachers.

2. The response is corroborated by other information

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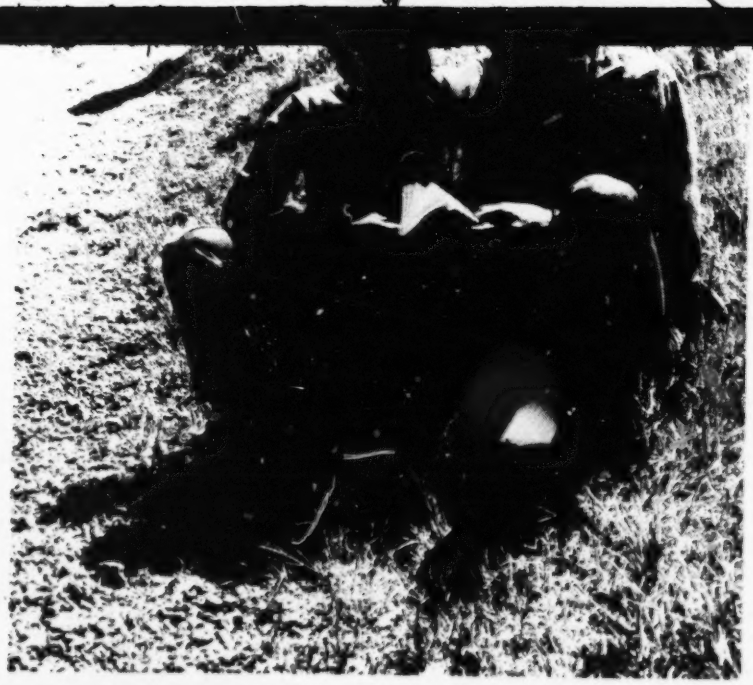
Staff wants to give control to students—but how much?
How does the staff interact with high school, elementary schools, students, and with staff?
Staff had expectations about what was appropriate, how much control students could take or take upon themselves.
Energy was expended less profitably in recruiting students and in dealing with high school authorities wishing to influence the program.
As the year progressed, more energy was focused on students and their activities outside high school because of unpleasantness of dealing within one high school.
Little time was spent in formal planning for workshops.
Training was slight; training week contained very little.
By Sem II the staff were more concerned about the quality of workshops rather than what was going on in elementary school classrooms.
The staff deliberately chose this emphasis.
The cooks were dissatisfied. JK and the staff were disappointed.

*

Jim Kerr's fantasy (never defined in this discussion):
One person initiated the fantasy.
It wasn't taken up completely by others.
It may not have been completely given up by Jim Kerr.
Didn't become everyone's fantasy.
Staff wasn't in on complete fantasy.
Others may not have felt as much a part of it as Jim.
The way to involve people on the staff was to give them decision-making power (e.g., money, how we would recruit, where and how we would operate).
High school students effecting change: something everyone should understand.
We were understaffed
There was a lack of communication (staff initiated meetings, etc.)
Jim Kerr let the control go at least for getting money for next year.
Sharing was successful, but getting money for next year was not shared.
Jim Kerr felt successful in sharing fantasy.
Staff had different background.
Jim knew administrators and had contacts.
Differences are good.
Some staff liked having a "project director"—someone who could do certain director functions.
Lines of leadership not erased in Jim Kerr.
It was beneficial that there were lines of leadership.
People used skills in different ways.
Different channels were open.
Yet there was a guy in charge.
There was a chain



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Since this represents so few responses, only the responses which met two criteria are reported. These were:

1. The response represents a (nearly) unanimous view of the teachers.
2. The response is corroborated by other information.

Results of this type were:

1. Aides worked primarily with individuals and small groups of children, rather than with the whole class.
2. Aides' attendance was sometimes erratic due to lack of transportation.
3. Teachers felt comfortable with their aides.
4. There was not enough time available for good communication between teachers and aides.
5. Aides benefited the elementary children that they worked with. Teachers wanted aides again next year, and said that the children "missed" the aides after they left the schools.
6. Of the responses that rated individual aides by letter grade, A-8, B-3, C-1, Incomplete-1.

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sometimes erratic due to lack of transportation.

table with their aides.

h time available for good communication between teachers

ementary children that they worked with. Teachers wanted
and said that the children "missed" the aides after they left

rated individual aides by letter grade, A-8, B-3, C-1,

of dealing within one high school.
Little time was spent in formal planning for workshops.
Training was slight; training week contained very little.
By Sem II the staff were more concerned about the quality of workshops rather than what was going on in elementary school classrooms.
The staff deliberately chose this emphasis.
The cooks were dissatisfied. JK and the staff were disappointed.

*

Jim Kerr's fantasy (never defined in this discussion):
One person initiated the fantasy.
It wasn't taken up completely by others.
It may not have been completely given up by Jim Kerr.
Didn't become everyone's fantasy.
Staff wasn't in on complete fantasy.
Others may not have felt as much a part of it as Jim.
The way to involve people on the staff was to give them decision-making power (e.g., money, how we would recruit, where and how we would operate).
High school students effecting change: something everyone should understand.
We were understaffed
There was a lack of communication (staff initiated meetings, etc.)
Jim Kerr let the control go at least for getting money for next year.
Sharing was successful, but getting money for next year was not shared.
Jim Kerr felt successful in sharing fantasy.
Staff had different background.
Jim knew administrators and had contacts.
Differences are good.
Some staff liked having a "project director"– someone who could do certain director functions.
Lines of leadership not erased in Jim Kerr.
It was beneficial that there were lines of leadership.
People used skills in different ways.
Different channels were open.
Yet there was a guy in charge.
There was a chain.
If staff had been together more we would have lost more chains.
Could we have lived together?
Sometimes Jim Kerr wanted to be director, sometimes he didn't like it.
This conflict may have made it harder to communicate.

–from a staff rap on conclusions June 1972 Pescadero

Visual Imagination

I was quite enchanted with the imagination game Mr. McKim played with us on May 6, and could hardly wait to try it with the class.

The other teachers from Le Conte and I had talked about it and Ingrid and I said we couldn't burn down the castle. I tried that and changing a kitten to different colors. Finally burned down the drawbridge of a castle I had seen in France. I became quite obsessed with the kittens. Had a green one bouncing around for some time. Could this be a possible danger for the children?

Decided to take them on a trip using pleasurable, familiar images and minimizing fears. Since we love swimming, we tipped over the goldfish bowl and filled the room with water and became the size of our goldfish. We swam over and under tables and took a ride on the fish's back. A boy said, "What about sharks?" So a guppy sized shark chased us and we swam into the hall which filled with water and in and out of Mrs. Kostelevsky's room, trying to lose it, and finally down the stair to the landing where a water plant grew to the roof and we could hide in the branches while lots of guppy-sharks swam right past us, and disappeared. We changed to snails, and climbed the plant and proceded down the stair ceiling. It was too slow (for me) so the water receded, and we changed to balloons and rolled along the ceiling and out the front door. We bounced along, high above Army St., with the traffic under us stopping and going. We turned onto Harrison, blew over to the park, and the air slowly went out of us and we sank to the grass. Mrs. Brawley said, "Line up. Time to go back," and we did.

Most of the class were terribly involved. John and Randy acted up, got onto the floor and rolled around. They were unable or unwilling to participate. (A psychiatrist has since told me that there is a real danger for disturbed children who have reality/hallucinating problems, possible). Some of the class ran over and raised the blinds so the room would be darkened. I promised another trip the next day.

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Tutors

The tutors seem to have fulfilled a need that no adult possibly could. The children really do depend upon them and look to them to help, and confide in them. But it is a real disappointment to both teachers and children when they do not arrive and we are expecting them. Some bitterness has developed among faculty members over this deficiency. It amounts to a fatal flaw in the program.

My two suggestions are:

1. For the immediate present, so that the tutors can evaluate their own sense of commitment, that they indicate how much time they have spent at the school, and how many times they have not come when they were expected—

Questionnaire Design

A tally of the content of the questions on the four questionnaires ap
The first two questionnaires (one for aids, and one for teachers) wer
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CONTENT OF QUESTIONS	I: Staff's (End Sem. I)	II: Staff's (End Sem. I)	III
Classroom			
Classroom atmosphere	X	X	X
Teacher's organization		X	
Teacher as disciplinarian	X	X	
Nature of aid's tasks	X	X	
Who initiates aid's tasks?	X	X	
Teacher's and aid's teaching styles		X	X
Expectations			
Teacher's expectations			
What could the aid have done differently?			
Was the aid present often enough?			X
What would you change?	X	X	
Aid's Performance			
Fulfillment of expectations			
Teacher's overall reaction		X	X
Beneficial results	X		
Aid as disciplinarian	X	X	
How does aid relate to children?	X	X	
Would you have an aid again?			
Rating of aid by letter grade			
Interpersonal			
Problems encountered, solved	X	X	
Communication between teacher and aid			X
Trust between teacher and aid			
Aid's feelings toward teacher			
Other			
Aid's progress in learning-to-learn	X		
Usefulness of the questionnaire	X	X	
Would you keep the program going?			

Logs:

Fifty-two logs of student participants were turned in. Response
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A tally of the content of the questions on the four questionnaires appears below. The first two questionnaires (one for aids, and one for teachers) were designed by a staff member as a personal project, and made available for the evaluation. The other two were designed by groups of students, to be given to their elementary school teachers.

Some inferences about the student designers can be drawn from this table. Students in both groups (two different semesters) were interested in teaching styles and in communication between teacher and aid. The first group of students (i.e., Questionnaire III) was concerned about the amount of time spent in class. The second group (Questionnaire IV) was concerned about keeping the program going next year. All of these issues were raised at one time or another in the workshops, although this is not in itself a conclusive indicator of program effects.

CONTENT OF QUESTIONS	I: Staff's (End Sem. I)	II: Staff's (End Sem. I)	III: Students' (End Sem. I)	IV: Students' (End Sem. II)
Classroom				
Classroom atmosphere	X	X	X	
Teacher's organization		X		
Teacher as disciplinarian	X	X		
Nature of aid's tasks	X	X		X
Who initiates aid's tasks?	X	X		X
Teacher's and aid's teaching styles		X	X	X
Expectations				
Teacher's expectations				X
What could the aid have done differently?				X
Was the aid present often enough?			X	
What would you change?	X	X		
Aid's Performance				
Fulfillment of expectations				X
Teacher's overall reaction		X	X	
Beneficial results	X			X
Aid as disciplinarian	X	X		
How does aid relate to children?	X	X		
Would you have an aid again?				X
Rating of aid by letter grade				X
Interpersonal				
Problems encountered, solved	X	X		X
Communication between teacher and aid			X	X
Trust between teacher and aid				X
Aid's feelings toward teacher				X
Other				
Aid's progress in learning-to-learn	X			
Usefulness of the questionnaire	X	X		
Would you keep the program going?				X

Logs:

Fifty-two logs of student participants were turned in. Responses in logs were classified and tallied. Since the logs were not uniformly structured by form or content, no response-type occurred more than 25 times. The frequency of responses is a crude profile of some of the outcomes of the program. No individual frequency is in itself conclusive, however, since the sample does not represent all student participants. Here is a list of the commonest responses, with their frequencies.

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Tutors

The tutors seem to have fulfilled a need that no adult possibly could. The children really do depend upon them and look to them to help, and confide in them. But it is a real disappointment to both teachers and children when they do not arrive and we are expecting them. Some bitterness has developed among faculty members over this deficiency. It amounts to a fatal flaw in the program.

My two suggestions are:

1. For the immediate present, so that the tutors can evaluate their own sense of commitment, that they indicate how much time they have spent at the school, and how many times they have not come when they were expected—without letting us know.

2. So that this situation does not develop in the future, I would suggest that any tutor who does not show up when he or she is expected, without notifying the school, be officially dropped from the program, with formal notification to Serramonte, upon the second or third cut.

CONTENT OF QUESTIONS	I: Staff's (End Sem. I)	II: Staff's (End Sem. I)	III: St (E
Classroom			
Classroom atmosphere	X	X	X
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What could the aid have done differently?			
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What would you change?	X	X	
Aid's Performance			
Fulfillment of expectations			
Teacher's overall reaction		X	X
Beneficial results	X		
Aid as disciplinarian	X	X	
How does aid relate to children?	X	X	
Would you have an aid again?			
Rating of aid by letter grade			
Interpersonal			
Problems encountered, solved	X	X	
Communication between teacher and aid			X
Trust between teacher and aid			
Aid's feelings toward teacher			
Other			
Aid's progress in learning-to-learn	X		
Usefulness of the questionnaire	X	X	
Would you keep the program going?			

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I. Responses about workshops

Freq.	Response
25	Workshops are a good experience.
24	Workshops were "good for my head."
19	Workshops were useful for teaching, though indirectly.
9	Workshops were boring in part.
8	Workshops covered mainly interpersonal experiences, rathe tools.
8	I wanted workshops to be more about teaching tools than to be.
8	It would be good to discuss teaching problems in worksho

CONTENT OF QUESTIONS	I: Staff's (End Sem. I)	II: Staff's (End Sem. I)	III: Students' (End Sem. I)	IV: Students' (End Sem. II)
Classroom				
Classroom atmosphere	X	X	X	
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Nature of aid's tasks	X	X		X
Who initiates aid's tasks?	X	X		X
Teacher's and aid's teaching styles		X	X	X
Expectations				
Teacher's expectations				X
What could the aid have done differently?				X
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Fulfillment of expectations				X
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Aid's progress in learning-to-learn	X			
Usefulness of the questionnaire	X	X		
Would you keep the program going?				X

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1. Responses about workshops

Freq.	Response
25	Workshops are a good experience.
24	Workshops were "good for my head."
19	Workshops were useful for teaching, though indirectly.
9	Workshops were boring in part.
8	Workshops covered mainly interpersonal experiences, rather than teaching tools.
8	I wanted workshops to be more about teaching tools than they turned out to be.
8	It would be good to discuss teaching problems in workshops.

7	Workshops gave useful skills for classroom teaching.
3	I had trouble reentering society after workshops.
2	I use workshop experiences with kids in the classroom.
2	It's hard to get a discussion of personal feelings in our group.

II. Responses about classroom experiences

Freq.	Response
19	I improved over time in my ability to work with and relate to elementary kids.
16	I got to know the elementary kids, got close to them.
14	I dig the kids.
12	I made good progress with individual kids.
10	I worked primarily with individual kids
8	Sometimes it is hard to relate to kids.
8	I don't think of myself as a teacher.
7	I don't like the teacher-student role in general.
7	The classroom is too structured.
7	There is not enough individual consideration for kids in the classroom.
7	I learn good techniques from the teacher.
7	Teacher is uptight.
6	I learn things from the kids.
6	I want to be with the class for a longer time each day.
5	The teacher is a good teacher.
5	The teacher is too authoritarian (e.g., strict).
4	The teacher doesn't respect the kids.
4	I wish I could be with the same class next year.
3	The teacher asks me to do mainly routine work.
3	The teacher isn't real good but I can work with him/her.
3	The teacher doesn't like me.
2	I don't want the kids to have to do what I say.
2	I let the kids mess around and the teacher doesn't like it.

III. Other responses

Freq.	Response
23	I dig the program.
17	I had big problems with transportation and communication with teachers and staff.
16	I'm learning about teaching.
12	I liked the Pescadero setting (workshop facility).
4	I'm having hassles in high school.

Fantasy: Ideal Workshop

The staff was asked to write a description of their ideal workshop. Taken by itself, this barely qualifies as "data." When the responses were tallied, they could be checked against records of staff meetings and the "free" responses recorded at midsemester. Taken in this way, the comparative frequency of responses forms a rough profile of staff interests. Seven staff members took part in this exercise.

The Ideal Workshop: Inputs

Freq.	Response category
4	Staff is responsive to the group's energy flow in selecting exercises (duration, intensity, format).
4	Students initiate activities, have control.
3	Staff is skilled in presenting experiences.

The Ideal Workshop: Outcomes

Freq.	Response category
5	Participants are highly involved, spirit is high.
5	Positive personal relationships are formed, people get to know each other.
4	Participants gain insights, new perceptions.
3	Participants gain skills, solve classroom problems.

Student participants in the week of planning for the academic year 1972-73 also used the fantasy technique, though in this case the total program was to be

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My husband suggests that there be a definite time period of perhaps six weeks, perhaps longer for the tutors. I'm not sure this is wisest. I do know that enthusiasms wax and wane. I also know that long range attachments and commitments have developed. I also have an unanswered question as to how much formal preparation the tutors should have. My own style seems to run counter to this. However some tutors have worked in better than others under such loose use.

When they are there regularly, and involved, they are unbeatable.

The classroom has been an uneven place. We have had good spots—either days, or parts of days and bad spots too, with a great deal of tension and hasseling. There is a great spread in achievement, as well as a number of problems in the class, and I have had difficulty in formulating a cohesive, positive program where the children are profitably spending their time. Much of the good has come from one to the other, or from the patient work of the tutors, especially Doug, who has come reasonably regularly, and seems to have a natural rapport with children, and a quiet relaxed manner. Most of the learning has been individualized, and I'm not at all sure what the children have learned. I'm very low in measurability, and tend to use a subjective intensity gauge as a means of determining if they are gainfully occupied. We do not have reading groups. The children seem to use the library a great deal, but I have no way of knowing what the reading improvement has been. Class time is generally divided into "My time" and "Your time," with a loose kind of contracting. I become frustrated when they will not give full attention to "My time," but recollect how difficult it is for me to pay attention, especially in a listening situation. I have noticed differences in self direction. Some of the children have been lost without a definite routine or outside directions. Others seem to happily occupy themselves. The times of greatest intensity are when we are involved in a game such as multiplication bingo, or creating some project.

On the occasions when I have applied some of the techniques I learned at the sessions at Pescadero, we have had successful experiences, for the most part.

—teacher's log

There are two things that concern me about this workshop: the conscious effort on the part of Jim to eliminate structure in the workshop and what he said about "inquiry" being the only way to teach-learn.

Structure in itself is not bad. In order to do anything constructive, structure is important. Even in this kind of workshop, structure is most evident—pulling everybody as a group for certain type of activity; breaking up into smaller groups for greater interaction; pairing for blind

7	I don't like the teacher-student role in general.
7	The classroom is too structured.
7	There is not enough individual consideration for kids in the classroom.
7	I learn good techniques from the teacher.
7	Teacher is uptight.
6	I learn things from the kids.
6	I want to be with the class for a longer time each day.
5	The teacher is a good teacher.
5	The teacher is too authoritarian (e.g., strict).
4	The teacher doesn't respect the kids.
4	I wish I could be with the same class next year.
3	The teacher asks me to do mainly routine work.
3	The teacher isn't real good but I can work with him/her.
3	The teacher doesn't like me.
2	I don't want the kids to have to do what I say.
2	I let the kids mess around and the teacher doesn't like it.

III. Other responses

Freq.	Response
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17	I had big problems with transportation and communication with teachers and staff.
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The staff was asked to write a description of their ideal workshop. Taken by itself, this barely qualifies as "data." When the responses were tallied, they could be checked against records of staff meetings and the "free" responses recorded at midsemester. Taken in this way, the comparative frequency of responses forms a rough profile of staff interests. Seven staff members took part in this exercise.

The Ideal Workshop: Inputs

Freq.	Response category
4	Staff is responsive to the group's energy flow in selecting exercises (duration, intensity, format).
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The Ideal Workshop: Outcomes

Freq.	Response category
5	Participants are highly involved, spirit is high.
5	Positive personal relationships are formed, people get to know each other.
4	Participants gain insights, new perceptions.
3	Participants gain skills, solve classroom problems.

Student participants in the week of planning for the academic year 1972-73 also used the fantasy technique, though in this case the total program was to be described. The most frequent responses are listed below in order of frequency. Again, this information is corroborative rather than conclusive. This group of students was highly self-selected and not representative of the whole.

1—There should be more trust, community in workshop groups.

2—More teaching skills should be given.

3—Workshop participants should cook for themselves rather than having cooks on the staff.

4—Elementary kids should come to some workshops.

Attrition:

This unobtrusive measure was used as a rough test of the program's holding power for various types of students. The absolute attrition figures are artificially low

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have had good spots—either days, or parts of days and bad spots too, with a great deal of tension and hasseling. There is a great spread in achievement, as well as a number of problems in the class, and I have had difficulty in formulating a cohesive, positive program where the children are profitably spending their time. Much of the good has come from one to the other, or from the patient work of the tutors, especially Doug, who has come reasonably regularly, and seems to have a natural rapport with children, and a quiet relaxed manner. Most of the learning has been individualized, and I'm not at all sure what the children have learned. I'm very low in measurability, and tend to use a subjective intensity gauge as a means of determining if they are gainfully occupied. We do not have reading groups. The children seem to use the library a great deal, but I have no way of knowing what the reading improvement has been. Class time is generally divided into "My time" and "Your time," with a loose kind of contracting. I become frustrated when they will not give full attention to "My time," but recollect how difficult it is for me to pay attention, especially in a listening situation. I have noticed differences in self direction. Some of the children have been lost without a definite routine or outside directions. Others seem to happily occupy themselves. The times of greatest intensity are when we are involved in a game such as multiplication bingo, or creating some project.

On the occasions when I have applied some of the techniques I learned at the sessions at Pescadero, we have had successful experiences, for the most part.

—teacher's log

There are two things that concern me about this workshop: the conscious effort on the part of Jim to eliminate structure in the workshop and what he said about "inquiry" being the only way to teach-learn.

Structure in itself is not bad. In order to do anything constructive, structure is important. Even in this kind of workshop, structure is most evident—pulling everybody as a group for certain type of activity; breaking up into smaller groups for greater interaction; pairing for blind walk; being by oneself for reflection—all these can be called structure. It's a strategy. It does not have to be something confining. To see structure as something negative is not altogether realistic. I wonder why Jim feels that way . . .

*

I was cleaning my desk in school today when I came across the syllabus for creative teaching workshop. After reading it carefully, I was rather dismayed to realize how very little of it was followed. Among the nine areas listed to be worked on during the workshop, I can only count three which were dealt on.

I don't know who is supposed to organize the sessions and follow-up meetings but we have had only one.

I remember having great hopes on what we can do as a group in a workshop like this but somehow nothing much seems to have happened. If the syllabus was closely followed, it would have been most fruitful although I still can't see the connection between the teacher's workshop and the volunteer tutors and how we could have improved the Kids Teaching Kids program.

—teacher's log

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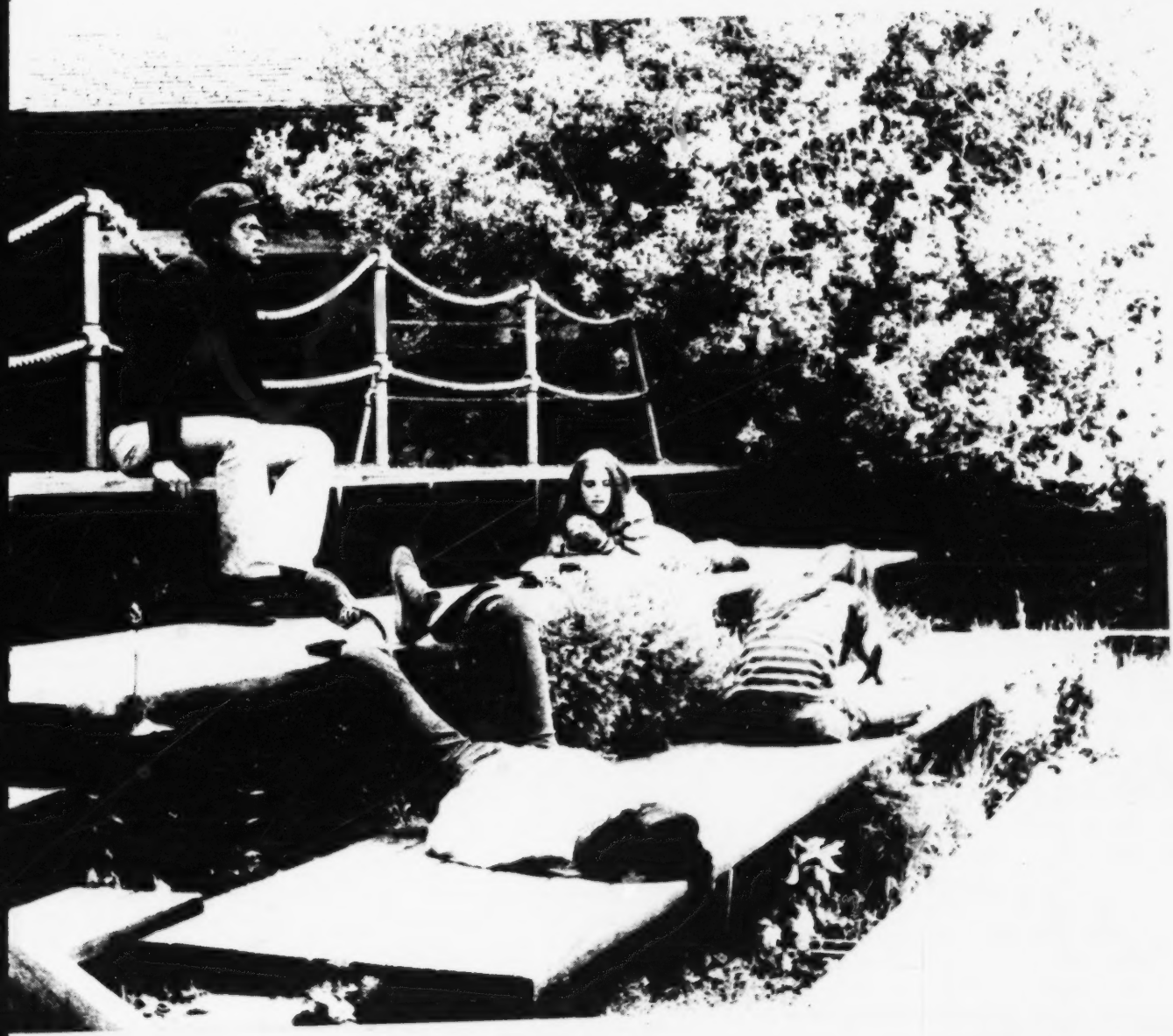
Fall 1971:

Sept	Male	Female	Total
White	28	42	70
Minority	24	28	52
Total	52	70	122

Jan	Male	Female	Total
White	27	38	65
Minority	17	14	31
Total	44	52	96

Attrition	Male
White	1
Minority	7
Total	8



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—teacher's log

My experiences in tutoring at Brentwood have been many. Those children can see through a person's falsities in a second. It's so rewarding. I mean it can really help a person, characterwise in the tutoring of children. I had to learn to be a lot more straightforward and honest. Not blunt, because they are very sensitive, but straight to the point in a pleasing way. The kids don't admire fancy impressive talk, probably because they can't understand it. But they only like to listen to plain, simple language. Some-

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Spring 1972:

Feb	Male	Female	Total
White	32	46	78
Minority	24	22	46
Total	56	68	124

June	Male	Female	Total
White	31	41	72
Minority	20	20	40
Total	51	61	112

Attrition	Male
White	1
Minority	4
Total	5

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Attrition	Male	Female	Total
White	1	5	6
Minority	4	2	6
Total	5	7	12

PROGRAM OBJECTIVES

The stated objectives of the project were:

1. To establish a training program for teaching aids and tutors of high school age from minority communities.
2. To establish a recruiting program for educational careers, particularly for people from minority communities.
3. To test the recruiting model in several different contexts so that it may be replicated elsewhere.
4. To determine the potential impact of the recruiting/training program as a change agent in public education.

Objectives like this are called "program objectives" in contrast to "individual objectives," because they focus on the behavior of the program rather than on the behavior of individual participants. Progress on program objectives cannot usually be measured directly, but must be inferred from other sources of information.

1. *The training program,* as we have noted, earned some complaints and some priase from participants and teachers. No systematic comparison with other teacher aid programs was made. The few teachers that did make this comparison, however, rated the aids from this program highly, frequently higher than any other category of aid (parent, paid aid, college student, etc.) In contrast to this feeling, at least the same number of teachers indicated (e.g., in responses to questionnaires) that the aids "lacked the capacity to initiate new activities in the classroom."

Regarding the *establishment* of the program, there are several indicators of progress. All the teachers (at one school) who responded to the question "Would you be willing to help keep this program alive?" answered "yes," with qualifications ranging from "within reason" to "very much." Student interest in maintaining the program at least through next year was evidenced by the large amounts of energy spent in fund-raising (raffles, cake sales, writing letters) by many of the students. During the week following the end of the semester, many students and several teachers participated in planning sessions for next year. Overall, they expressed confidence that the program could be maintained by teachers and students, with only minimal assistance from next year's staff.

2. *Recruitment as a program objective* can be discussed as two separate objectiv first, to attract minority students; second, to encourage the participants to consider careers in education. The second is long-term, and direct evidence of changes in career choice is not systematic or conclusive. There is evidence on the first objective, but interpretation is difficult. The percentage of minority students in the program was 30 to 40% throughout the year. Several students expressed their feeling that there should have been more minority students in the program, and that the advance descriptions of the program were misleading, in that they strongly implied that the program was mainly for minority students.

In the absence of controls, however, it is impossible to decide whether 30% minority enrollment is a success or a failure.

3. *Testing in various contexts*, that is, setting up the program in groups of varying racial and economic composition, was not systematic. Differences between groups were observed, but a multitude of factors intervened. Three workshop groups (in Semester II) were all-white, one was nearly all-black, one was predominantly Chicano, and two were mixed. Two groups worked in reading labs (tutoring other high school students), the rest worked in elementary school classrooms. Using these two factors to define "context," the settings (Semester II) may be diagrammed:

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All-Black	1	
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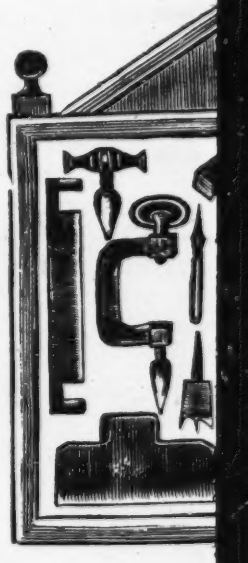

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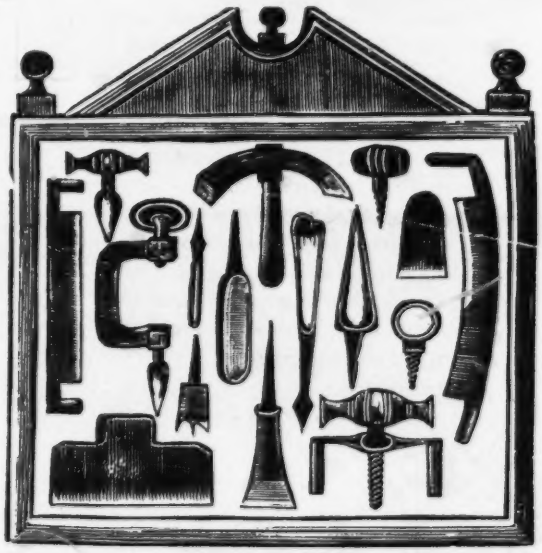
times they (actually just certain ones) will refuse to listen to me, as if their whole school experience is bullshit, and this worries me terribly. I do everything in my power to make them feel that their experience is worthwhile.

I'm seeing many ways in which I would like to change the system. My class in particular is one of reading and writing and kids that are behind in these areas. It may be a special class, but some kids are still getting by without learning to read. It's hard to get to them all. It needs to be more personalized. Why can't the overall school break down to smaller units around the community. And this goes for the whole country.

The April 17th workshop was the best one I experienced. We all had a good time it seemed, just naturally. Before, I mean, previous workshops, the people cool, but a genuine feeling wasn't present. This time people were real. It probably was just my outlook. I'm beginning to think that more and more. That things are only the way you see them or life is what you make it. But of course I still feel that others around others give off vibrations, thus influencing the mood of the group. So it wouldn't matter how you were looking at it, if you were being unconciously influenced at the same time.

If you can believe it, I learned a very simple lesson at this workshop that you probably will think I should have known. I did but it's hard to live by. All my life I'll be learning it over and over. It's to be honest. Totally in every way. Especially what you say and what you end up doing. My conscience never rests.



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In the absence of controls for other factors, such as staff, school personnel, etc., these groupings cannot be considered a "test" of the program.

4. The behavior of the program as *change agent* in public education is difficult if not impossible to assess in the short run. Several teachers did indicate that their teaching style had changed in the direction of more flexibility because of the aids' presence in their classes. Another indicator of change is the willingness of many of the students and teachers to assume responsibility for the program outside of the normal school framework.

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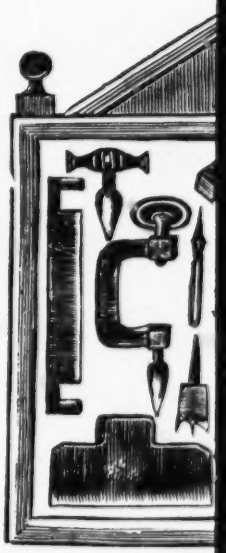

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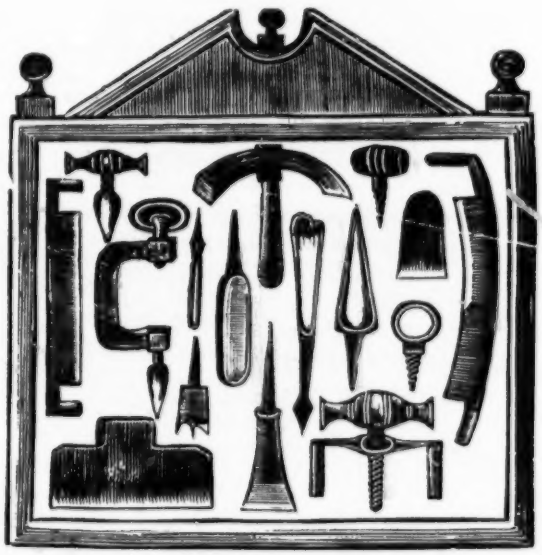

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*

The mood of the teacher doesn't affect each individual but rather the class as a whole. The work some of the kids do is really *boring and difficult. There's one girl who is 60 pages ahead in her reading book and she was told to stop*

and let the others catch up with her. (Why can't she go on and finish and go into a higher reading level?)

The mood was depressed and listless.

Transportation problems prevail!

*

But to be younger
with my childish wisdom,
without my adolescent discoveries
and pains
:it would mean giving up
all of the true and great
things I have been led to or
stumbled on. And even
being able to sleep at night
without worrying about
tomorrow and tomorrow.
And even being able to state
truth in its simpleness
instead of putting
my high school euphemiasms
into use and honey coating
fucken facts
that would mean having to
go thru it all just one
more time–
–and baby, once is enough

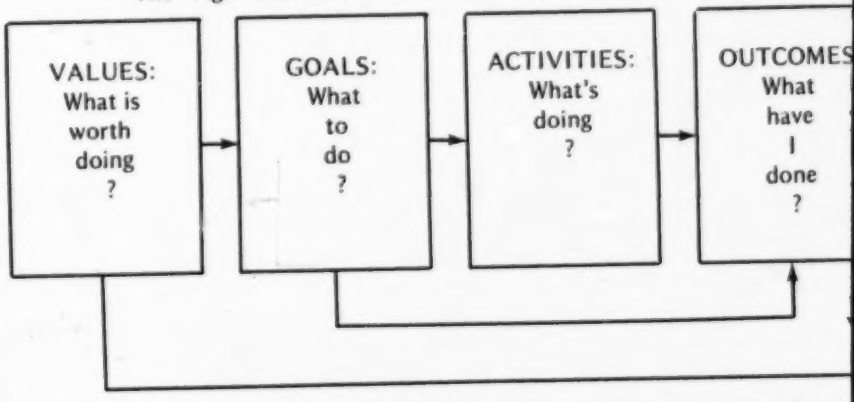
HEAD TRIP EXPERIENCE

The most difficult problem in evaluation is not the selection of meth selection of meaning. Here are three models of evaluation design, eac represents a different mix of assumptions about the sources of meani call these Model A ("Agricultural"), Model B ("Formative") and Mod periential"). One reason for presenting these three models is that the about meaning are used not only for evaluation design, but also for There are educational programs of each type. Programs of type A are and comparable to other programs; type B programs are not replicabl but are comparable to programs organized under similar value sets; ty are neither replicable nor comparable except by coincidence.

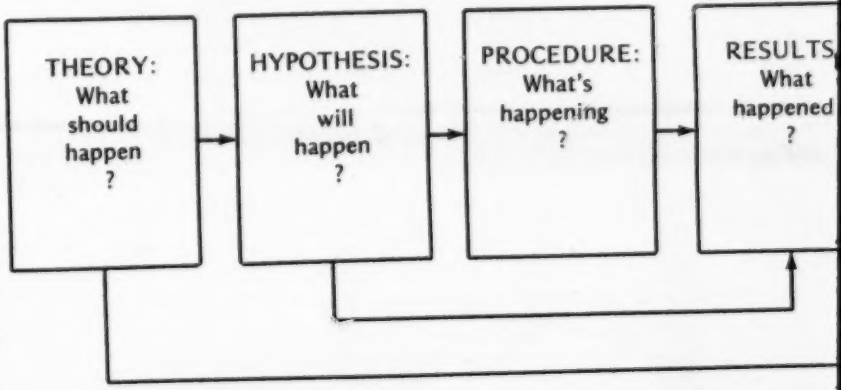
Also, this way of looking at evaluation occurred to me in the course make sense out of the "results" of this project. In this sense, the fol trip is an outcome of the evaluation.

AGRICULTURAL MODEL

The "Agricultural" evaluation model (Model A) can be diagrammed



Model A is identical to the design of formal experiments developed researchers in agriculture for testing or comparing fertilizers and ot conditioners. The terminology changes into:



These two designs are similar in more than structure. They are ide they share the assumption that events have no inherent meaning. determined (in Model A) only in relation to *ideas* that are unchan and that can be used as reference points. Thus, the meaning (out an event (activity, procedure) can only be understood in terms of hypothesis) that is unchangeable by the event. Moreover, any lev itself be given meaning only by reference to ideas which exist unc different level. Thus, any experiment (hypothesis-procedure-resu less unless it can be related to a theory; conclusions are statement relation. Likewise an educational program (objective-activity-out meaning by values and their corresponding statements of worth. in effect limits meaning to that which can be foreseen, at least as weakness in Model A is of course the unforeseen.

The assumption of Model A can be maintained by controlling fo So appealing is this approach that many people even in educatio

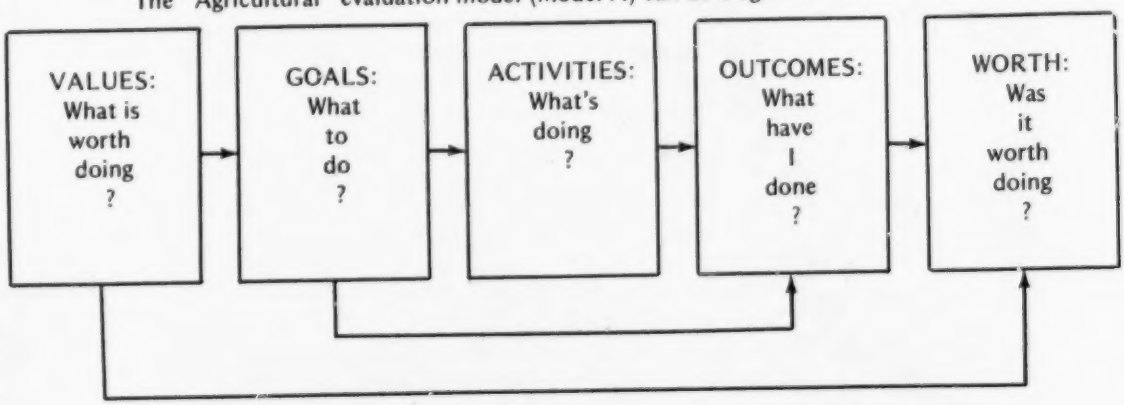
HEAD TRIP EXPERIENCE

The most difficult problem in evaluation is not the selection of methods, but the selection of meaning. Here are three models of evaluation design, each of which represents a different mix of assumptions about the sources of meaning. I shall call these Model A ("Agricultural"), Model B ("Formative") and Model T ("Experiential"). One reason for presenting these three models is that the assumptions about meaning are used not only for evaluation design, but also for program design. There are educational programs of each type. Programs of type A are both replicable and comparable to other programs; type B programs are not replicable (by intent) but are comparable to programs organized under similar value sets; type T programs are neither replicable nor comparable except by coincidence.

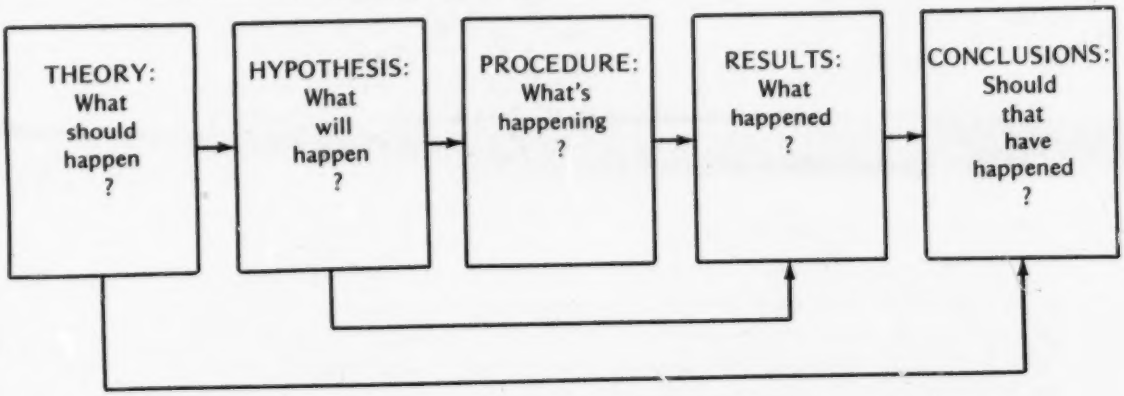
Also, this way of looking at evaluation occurred to me in the course of trying to make sense out of the "results" of this project. In this sense, the following head trip is an outcome of the evaluation.

AGRICULTURAL MODEL

The "Agricultural" evaluation model (Model A) can be diagrammed like this:



Model A is identical to the design of formal experiments developed primarily by researchers in agriculture for testing or comparing fertilizers and other growth conditioners. The terminology changes into:


THEORY: What should happen ?
HYPOTHESIS: What will happen ?
PROCEDURE: What's happening ?
RESULTS: What happened ?
CONCLUSIONS: Should that have happened ?

These two designs are similar in more than structure. They are identical because they share the assumption that events have no inherent meaning. Meaning can be determined (in Model A) only in relation to *ideas* that are unchanged by the events, and that can be used as reference points. Thus, the meaning (outcome, result) of an event (activity, procedure) can only be understood in terms of an idea (objective, hypothesis) that is unchangeable by the event. Moreover, any level of meaning can itself be given meaning only by reference to ideas which exist unchanged on a different level. Thus, any experiment (hypothesis-procedure-result) is itself meaningless unless it can be related to a theory; conclusions are statements about this relation. Likewise an educational program (objective-activity-outcome) is given meaning by values and their corresponding statements of worth. This assumption in effect limits meaning to that which can be foreseen, at least as an idea. The weakness in Model A is of course the unforeseen.

The assumption of Model A can be maintained by controlling for the unforeseen.

used the fantasy technique, though in this case the total program was to be

certain type of at

But to be younger
with my childish wisdom,
without my adolescent discoveries
and pains
:it would mean giving up
all of the true and great
things I have been led to or
stumbled on. And even
being able to sleep at night
without worrying about
tomorrow and tomorrow.
And even being able to state
truth in its simpleness
instead of putting
my high school euphemiasms
into use and honey coating
fucken facts
that would mean having to
go thru it all just one
more time–
–and baby, once is enough

I like the way all the leaders assume their knowledge is incomplete and only a way to go and not the only way. I like the way the leaders openly say they don't know it all and are themselves learners.

So many people (consultant) types act as if they have the one the only and the final road map or medicine to cure all the problems of education.

trip is an outcome of the evaluation.

AGRICULTURAL MODEL

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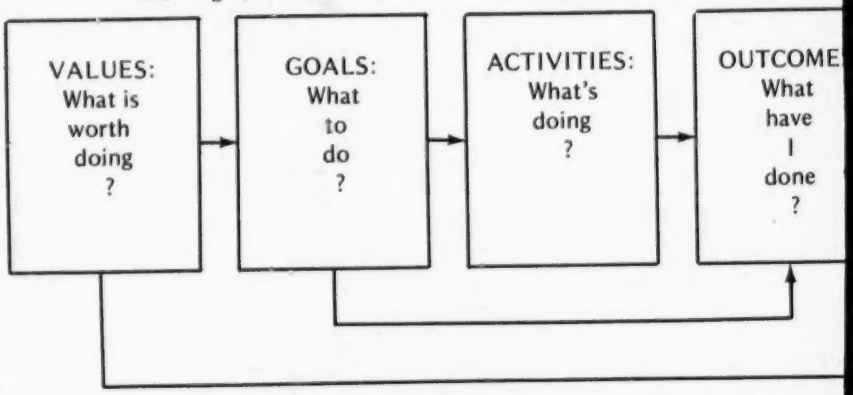

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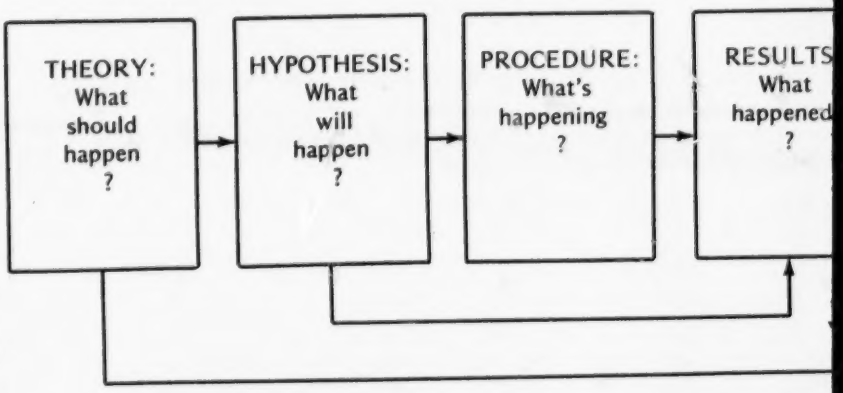

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There are problems with controls from the point of view of the e additional control costs money; and each additional control mak look less and less like "reality." Nonetheless this is the procedur used in evaluating educational programs, and in many ways is th evaluation results are judged.

FORMATIVE MODEL

The "Formative" approach (Model B) tries to take advantage of It is called "formative" because it is used mainly in the design o program rather than in summing up the worth of a "finished" p tive model may be diagrammed:

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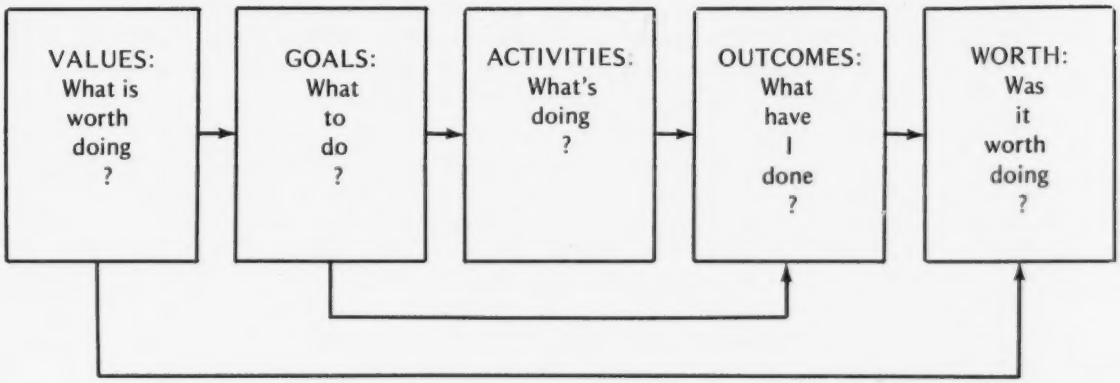

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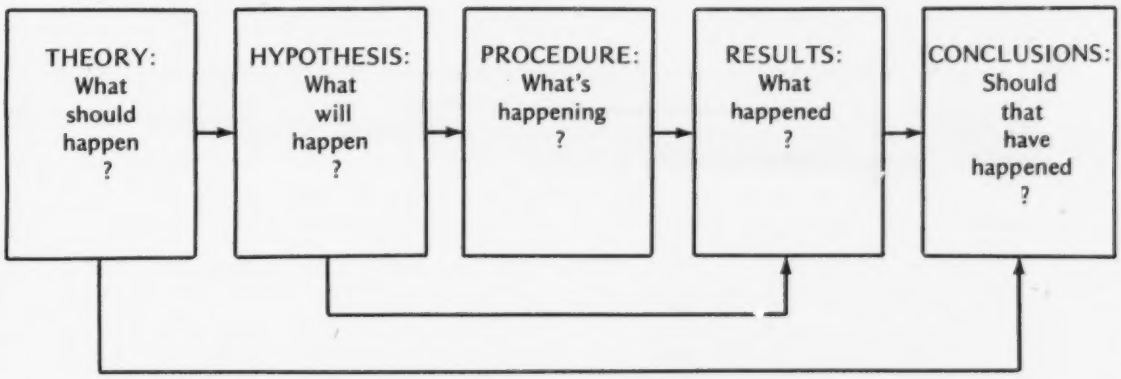
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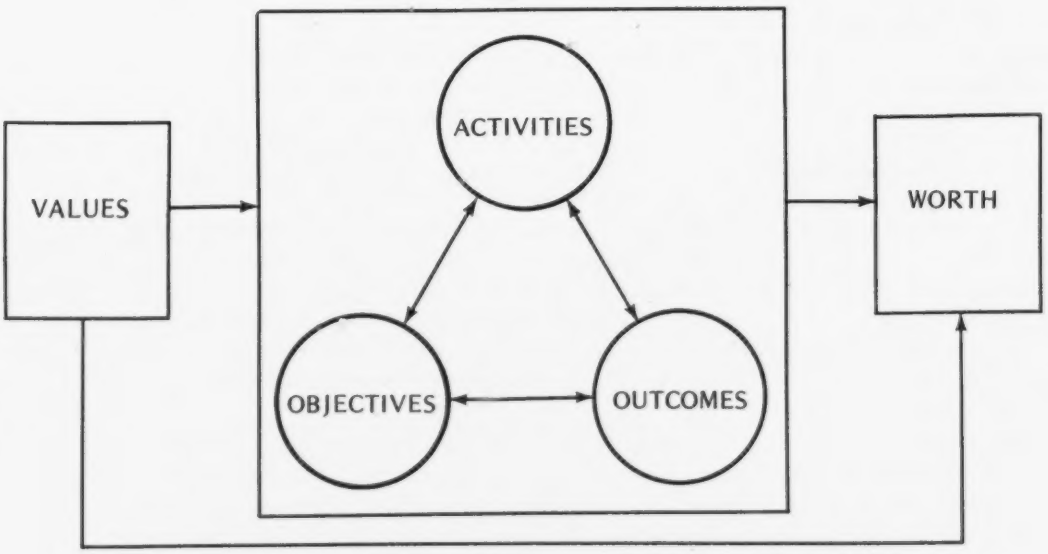
The assumption of Model A can be maintained by controlling for the unforeseen. So appealing is this approach that many people even in education regard it as the only acceptable way to assign meaning in the face of the unforeseen. Design features such as randomization, pre and posttests, and control groups are intended to eliminate alternative meanings; the ideal set of controls reduces the scope of the event (activity, procedure) until one and only one meaning is possible.

There are problems with controls from the point of view of the evaluator. Each additional control costs money; and each additional control makes the program look less and less like "reality." Nonetheless this is the procedure most commonly used in evaluating educational programs, and in many ways is the standard by which evaluation results are judged.

FORMATIVE MODEL

The "Formative" approach (Model B) tries to take advantage of the unforeseen. It is called "formative" because it is used mainly in the design or formation of a program rather than in summing up the worth of a "finished" program. The formative model may be diagrammed:



Part of Model B uses the assumption about meaning we found in Model A: meaning is a comparison of fixed ideas and varying events. Thus, values are retained as a higher level of meaning ("worth") of the program as it develops. Decisions about what to change or not change, what to emphasize or de-emphasize, are (in theory) based on the values held by the program developer. This part of the model works when the guiding values are clearly understood, just as in the Agricultural model.

The remainder of Model B differs from Model A. Activities are no longer considered inherently meaningless, but function in the short term as reality tests for objectives. Once an activity has occurred, its effects on the program cannot be erased without starting the whole thing over, which Model B is intended to avoid. When an activity fails to realize a stated objective, the objective can be changed to reflect what "really happened."

Only one aspect of Model B remains to be challenged by the unforeseen. The values set up at the beginning may change as a result of the program, so that some are dropped and new ones added. The evalutor may try to keep this from influencing the highest level of meaning by adopting some other set of values which are relatively permanent (for example, the Ten Commandments or the NEA *Profiles of Excellence.*) Alternatively, the evaluator may be led to drop the "fixed ideas" assumption about meaning altogether. The "Formative" model then becomes the "Experiential" model.

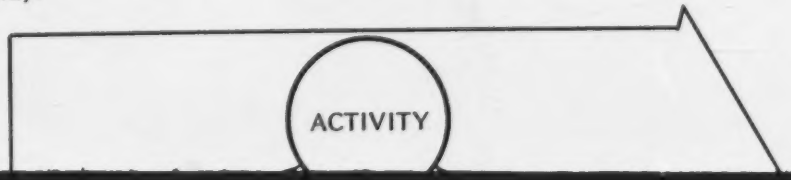
EXPERIENTIAL MODEL

In the Experiential model (Model T), the program is seen as consisting of "experiences" rather than activities alone. An experience is:

1. an *activity,* or opportunity to behave; plus
2. *outcomes* which are perceived as resulting from the activity; plus
3. *objectives* which are implied by the activity and outcomes, as in the formative model; plus
4. perceived feelings of *worth* in the activity, outcomes and objectives; plus
5. *values* which are implied by the feelings of worth.

All the components of Model A are present, but they are treated differently in Model T. (1) The order in which they are seen to occur is altered (see the diagram of Model A); (2) they are interactive, and must be taken as a whole at any given moment; and (3) this interactive combination (the "total experience") can be meaningful in itself without any other reference point.

Because of these differences, Model T is harder to diagram than Model A. Here is one way:



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to place blame for whe
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tools you might like. W
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the other things I've ex
workshops.

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the type I'd reject. As
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don't know what's goo
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guess I didn't know th
of happiness and joy.
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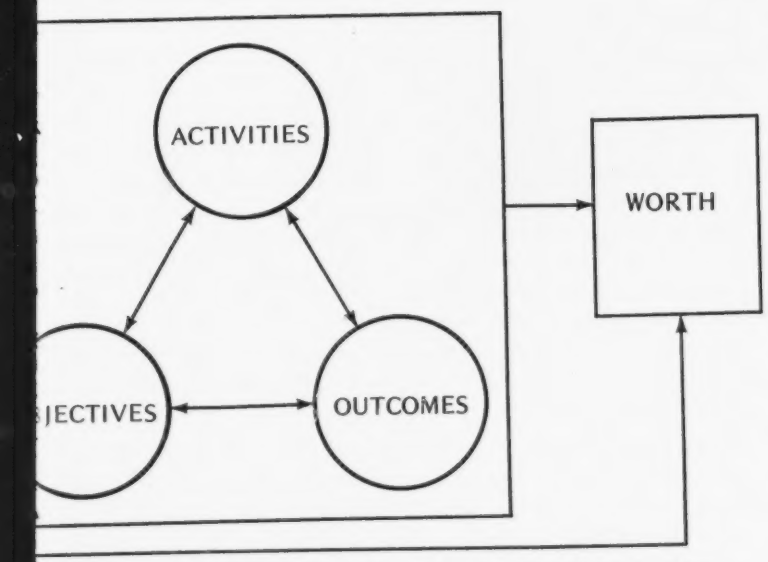

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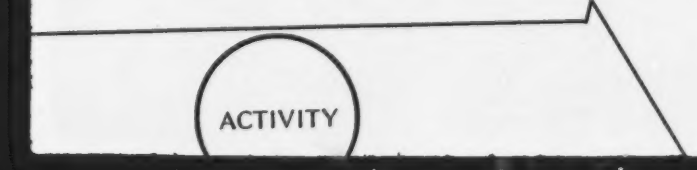

I liked everything being positive and no attempt to place blame for where problems came from but just a quick acceptance and a here are some tools you might like. We were never warned, over sold, slick talked, talked down to and all the other things I've experienced from other workshops.

*

I hate "wishy washy" stuff that is indefinite and very non directive so again I would have expected the gentle exercise of leadership to be the type I'd reject. As I think of how come I didn't it seems to me it's because nothing was forced on me, it was a presentation of a huge number of ideas and I had freedom to choose or reject and didn't have to justify either choice.

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Usually everyone tells me (a teacher) how key I am and how capable and then quickly launches into telling me what a dummy and what a blunderer and "stupe" I am and that I really don't know what's good for me but that this expert will explain what I need.

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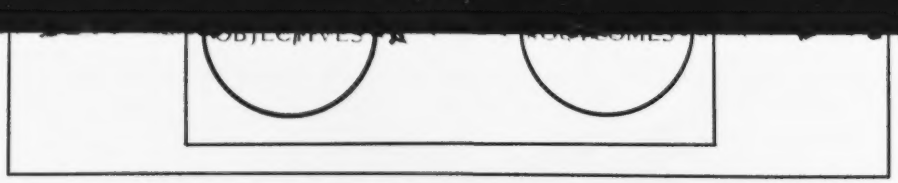
I was amazed so many had so many problems. I guess I didn't know there was such a short supply of happiness and joy. I feel really lucky and I'd taken mine sorta for granted that that was the normal but I think it really is unusual judged by this group. The fantasy especially surprised me. People being ugly, twisted, thorn covered etc roses was a real shock to me. Again I felt I was always average in my feelings but now I think I'm clear to one end of the scale. Don't know what difference it makes to me except to make me more appreciative of my situation. I've always been happy even when outward conditions didn't seem to add up to feeling that way. I don't get discouraged unless I'm physically ill—others have commented on this once in awhile and I see others giving up and letting it get them when I just re-tool for another try and remain happy. I'm gonna think about this? Why? If I can figure it out maybe I can help others to feel the same.

I didn't even know what "get in touch with where you are" meant or "look inside" etc. meant when I came to these sessions. I feel I learned lots of things so I can more fully understand the younger more recently trained teachers better. I wonder if more teachers my age 50 or so could be put in touch with some of these exercises if they wouldn't be able to work with younger teachers better and have less fear and resistance to some ideas younger teachers have but get blocked by older more established. I'm going to suggest having some of the things we had here done in school work-



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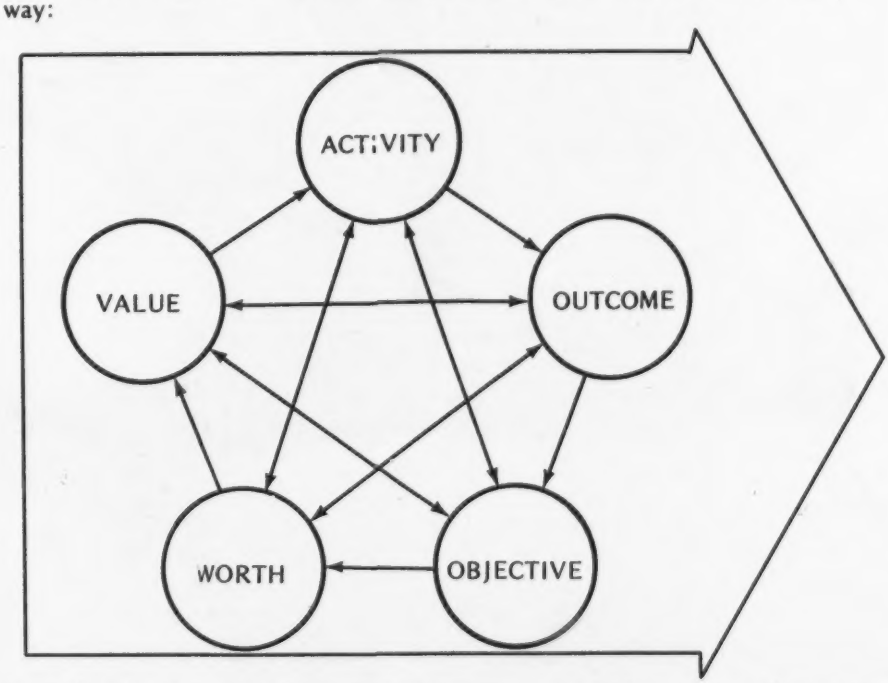

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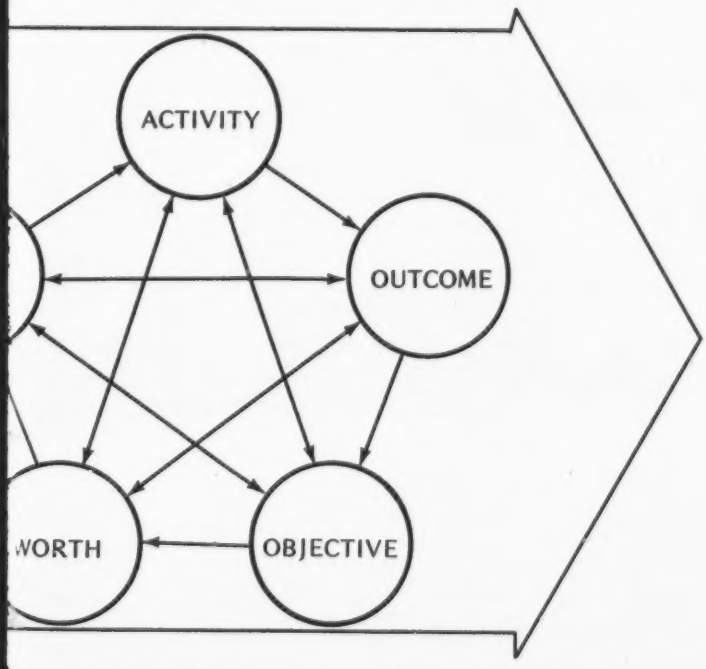

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-teacher's log

I tried mapping a kid at the beach. It's ridiculous for me. It immediately puts you in a teacher-pupil situation which wasn't what I wanted then. I suppose it's a good way of testing, but I just can't see the advantages over a written test, except for illiterate people. I felt like a dittoed sheet blapping out questions.

I was so glad we had the kids there. Next time can we have teachers? I can't say I learned anything really profound about the younger generation, but it was so fun. The teachers were really nice to give us so much freedom (most of the time). I think the kids learned a lot. I loved being able to answer their questions. One girl asked me about the tide lines and I explained how the tide works. It was really satisfying to know that I could tell what she wanted to know. I guess my idea of a teacher. Someone who knows what you want to know, and is glad to tell you all about it. Teachers have to be willing and wanting to learn, too.

RAH CURIOSITY!

The kids didn't respect you as a teacher or as a friend they hung all over you and you always had to help them and stay by them because you could give them help and do their work for them. But I could see why the kids on that side of town usually have big families and only one parent and they want the attention.

Well it was too much man the program was ok! Except for the transportation. Well it seems I know the kids more now than I did then. By now they treat me like one of them in a way, like two new kids came into the class between Feb. and March and after two days I really got

In this model, feelings of worth are important outcomes in thems judgements of worth may be secondary.

The KTK evaluation was a compromise between the Formative a models, with very little of the Agricultural. Information availabl was used to determine the need for changes in the program, in lir jectives and with the interests of the staff. On the other hand, m exercises can be counted as staff training rather than data collect these exercises were treated as valuable in themselves and are onl ful as evaluation tools. A similar "compromise" between assump by some of the project staff, in words and in the way they treate facilitators. Their assumption was that the inherent meaning of not be described, even though it exists for the experiencer. "Me on the goals and values of the participant, even though these ma the facilitator. If the facilitator does not provide closure, the pa motivated to reach it by themselves, in their own ways.

The tension between specific teaching skills and interpersonal gr focus of the project may be viewed in the light of this assumptio students were or became comfortable within such a structure. G such students were rated by staff as "successful." Others were n and complained that their needs for closure and applicability we The staff itself was never in complete agreement on this issue.

The desire for closure can be a strong motivating force, however expressed the strongest needs for classroom skills formed the ma joined together, after the end of the semester, to plan the progr

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In this model, feelings of worth are important outcomes in themselves, and outside judgements of worth may be secondary.

The KTK evaluation was a compromise between the Formative and Experiential models, with very little of the Agricultural. Information available at midsemester was used to determine the need for changes in the program, in line with the objectives and with the interests of the staff. On the other hand, many evaluation exercises can be counted as staff training rather than data collection; in this sense these exercises were treated as valuable in themselves and are only incidentaly useful as evaluation tools. A similar "compromise" between assumptions was expressed by some of the project staff, in words and in the way they treated their role as facilitators. Their assumption was that the inherent meaning of an experience cannot be described, even though it exists for the experiencer. "Meaning" thus depends on the goals and values of the participant, even though these may be unknown to the facilitator. If the facilitator does not provide closure, the participants will be motivated to reach it by themselves, in their own ways.

The tension between specific teaching skills and interpersonal growth as the proper focus of the project may be viewed in the light of this assumption. Some of the students were or became comfortable within such a structure. Groups with many such students were rated by staff as "successful." Others were not as comfortable, and complained that their needs for closure and applicability were not being met. The staff itself was never in complete agreement on this issue.

The desire for closure can be a strong motivating force, however. Students who had expressed the strongest needs for classroom skills formed the majority of those who joined together, after the end of the semester, to plan the program for next year.

RAH CURIOSITY!

The kids didn't respect you as a teacher or as a friend they hung all over you and you always had to help them and stay by them because you could give them help and do their work for them. But I could see why the kids on that side of town usually have big families and only one parent and they want the attention.

Well it was too much man the program was ok! Except for the transportation. Well it seems I know the kids more now than I did then. By now they treat me like one of them in a way, like two new kids came into the class between Feb. and March and after two days I really got

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the staff talks:

I was asked my feelings about the Creative Teaching project several times throughout the past school year, and even now in July I find my feelings difficult to express on paper.

No one will ever know how much I loved the program, or how much I loathed it at times. Just the experience of meeting so many new people would have been enough I think, but what I got from the program was much, much more than that. I learned the frustrations of being in charge of an energetic group of 4th graders for one math or reading period, but I also found joy in those experiences that I know I'll never experience again, for school is out for the summer. I also experienced as a staff member in the program, trying the almost fruitless effort of recruiting black students from Ravenswood and Menlo Atherton high schools for the program. A program that was supposedly geared for the minority student, yet ended with an embarassingly small number of blacks and too many whites. I should say, "embarassing" pertaining to my feeling of having failed in the recruitment department. I can't really say why there were so few blacks in the program. I can only assume. Maybe the advertisements for the program were not relevant to the black community. I don't believe they were because the write-ups on the program I first saw were obviously written by an all-white staff. This all-white staff also did the recruiting for Creative Teaching at Ravenswood High School (the school I attended) a multi-racial high school situated in the black community of East Palo Alto. What it all comes down to is that the program wasn't made relevant or just wasn't relevant to the given area.

I was interested in the program at first as a graduating student looking for a class with a different atmosphere than what a "classroom" usually represents to me. Chairs, desks, all in a line, teacher presides over the thirty-odd students . . . instant boredom. My first semester in the program, as a student, was heaven compared with all my other classroom experiences. I really got into it and found myself having a good time both as a tutor at Brentwood Elementary and as a student at the monthly workshops. The tutoring helped me communicate better, not only with younger people, but everyone. It also helped me to remember past grammar school experiences that I had long since forgotten. The uncomfortable desks, the overworked teacher, not having the attention I needed at times, and just being regimented by bells and whistles. I came to realize how important this program was, and how much it meant to all involved. I felt I was doing something that was really worthwhile.

The workshops I attended were equally as important as the tutoring I did every afternoon. Not only were they an escape from the everyday hassles with school and home, but I learned so much about other people. I looked and felt so different from the rich, white kids there, and the added fact that the other three blacks in my group didn't attend the workshops regularly, if at all, made it very hard sometimes. I found that the others weren't so very different in many ways, yet they were very different. It was frightening at times, and uncomfortable for both sides. But there were plenty of good times shared. I still don't know whether I should have been there or not.

At the end of the first semester I was asked to be on the staff, because they wanted minority representation. I didn't care too much for the idea at first, but then I asked myself, "I guess they have to start somewhere." So, still unsure of myself, I accepted the job. (Well, it was a "job" a lot of the time.) But then other times, I couldn't possibly call it that. It was my work and I liked it. Sometimes I even loved it. I enjoyed most of all the students in the two groups, M-A and Woodrow Wilson, that Carol Baker and I had. Although I still have mixed feelings about being placed with an all-white group (M-A). Both groups were really a challenge for me, being such extremes, both racially and in locations. (M-A being all white and in Atherton, Woodrow Wilson being all-black and in Hunter's Point.) My experience for the staff position was limited, and I often felt like I was just "there" for my appearance. But when Carla Harris, also a former black student from Ravenswood, was chosen, I felt a little relieved, though only for a short time.

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to know them good. I liked it alot and wished the program was still going on for next year. I wish I could have had time to go to the workshops but I've been so dam busy you know!

I've noticed a lot of the kids lie, but actually sound really funny. Scott was being outrageous, so Rachael told him to go to the office. He walked out and in a few seconds walked back in. Rachael asked him why he didn't go to the office. His reply was "I did go and they told me to go back to class and be good." Then he went back to his seat, got out his pencil and paper, and worked until it was time to go home. I thought that was sort of neat.

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Scott has switched his ways of trying to get my attention. He used to hit me, "Pull out one hair" and a few other weird things. Today I had to go to the stock room to get some paper. He came along and helped me carry it. We saw the principle and he said "I see you and Scott are getting along pretty well now." I said, "Yeah, pretty well." Later Scott said to me "What do you mean, 'pretty well'." I guess he meant I should have said "Very good" or something. Anyway, it's really neat, now.

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The class went to the library today except for Yvette and me. We stayed in the room and she showed me how to play a geometric puzzle-game with rubber bands. It was really neat.

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I've enjoyed being where I am. I've also hated it. But I think its a damn good program no matter who's involved, white or black. And I know it helps a lot of people, me for one, and I hope it goes on, and on, and on, helping people like you and me. It's a big step in the right direction.

—Wanda

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My first tutor was as 11th grade boy, who seemed to have identity and adolescent problems of his own. He was unsure of his role in the classroom, as I was, and it was difficult to communicate with him, even in verbal confrontation. He was highly inconsistent, not showing up on occasion, then appearing abruptly and seemingly attempting to revolutionize the classroom with his whimsical schemes. His ideas were highly creative and good, but he lacked the organization to implement them in a classroom, or even on a one-to-one basis. He was transferred to other classrooms on a trial basis, but he could not be used effectively by other teachers.

My next tutor was Evelyn, a very likeable and much more consistent girl, who worked better in the classroom as she was more willing to follow teacher guidelines and work within the structure of the setting. A few weeks after Evelyn's arrival came Richard, and then Mike. These two boys seemed eager, too, yet lacked the initiative to do or think of things unless I suggested them. Occasionally, especially when working with larger groups, outbursts between tutor and the children would occur. The tutors seemed a bit immature at handling these instances, talking back to the children in the same rude manner that the children did to them. The dilemma of the tutors (like that of a student teacher) is that the children initially do not take them seriously enough—as counselors, authoritative figures, teachers, etc. The children, at least those in my class, need consistency in treatment for them to feel comfortable and secure, and before real problems (behavioral or learning) can be dealth with. Here is where my tutors fell short—they were not consistent enough in attendance nor in objectives. Indeed, I don't really know what their objectives in the classroom are.

It's alot easier working at Garfield now. The kids are used to me and respect me more. It was kind of like I was a substitute before. They tried to get away with murder! running around. I've learned too about each individual kid and how he acts and how to handle him. That probably affects how he reacts to me too. Phoenics with the 1st graders was really a pain for a while. It almost hated going just for that 20 minutes or so of "ba," "be," "be," "bo," and "bu's." With the Chicanos we are teaching them to read Spanish and learn to associate sounds with letter combinations. It was crazy at 1st because there I was teaching these kids the sound for letter "B" and having to really think to do it myself. It's not "Bee" it's "be," as in "bed" in English, it's "bu" as in "bud" Cuckoo!! Anyway, it was hard. Reading in Spanish, outloud, has become a cinch. My Spanish has really improved from hearing it and reading it and most of all speaking it at Garfield. With one girl especially I have to speak

more 'staff talks':

In the fall of 1969, I participated in a high school teacher-training p through Ortega Park Teacher's Laboratory. I had such tremendous the program opened up so many doors for me that I gladly joined t Teaching Kids / Creative Teaching staff in 1971. This gave me a ch work in a similarly structured program hopefully helping students g of the exciting new awarenesses I had through Ortega Park. Leadin shop groups would also be an opportunity for me to explore the he professions (such as teacher, therapist, etc.) which I have always be in.

During the first semester, I worked with two groups of high school One group was from Woodrow Wilson High School in San Francisc other from the newly desegregated Ravenswood High School in Ea Alto (about thirty miles south of San Francisco). The duties invol working with a group were: recruiting students at the beginning o semester, placing them in elementary school classrooms, placing th workshop groups, and leading or facilitating their monthly worksh

The way I saw facilitating workshops previous to schools opening of 1971 was a co-leader and myself would be setting up exercises for the group that might be helpful to the students in their work a aids. With the program's humanistic slant, this meant primarily co and self-awareness exercises, learning theory discussions, and speci room problem discussions. As a good group facilitator, I would b to make the experience go smoother, perhaps giving it a new persp I would not be there to give correct absolute answers. Workshop would hopefully be making their own meanings from the experien were having. They would be controlling their own learning by tak what they can use at the time. With this in mind, I entered my fi

At first, I felt I was doing a satisfactory job. I was handling the a tive problems at the high schools very well. Plenty of students ha recruited and were placed in elementary schools. Transportation arranged. The first workshops seemed to go well. Students appe them and gain something from them. I assumed I was facilitating competently.

It was not long until my complacency about my ability to facilit was destroyed. I caved in over some comments from students du first workshops such as, "Why are we doing this exercise? What' of it? It was easy for me to invalidate my original feelings due to comments. Apparently some students were not making their ow from some exercises. It took me some time to accept this negati without caving in. I finally concluded that some students needs going to be met in the program and what was most important fo feel I was presenting a potentially nourishing workshop. I had t needs first. I also realized that I was not responsible for particip groups. If students took responsibility for themselves and comm their dissatisfaction, that which they disliked could be changed. dissatisfaction could also be the basis of a spontaneous learning If students did not communicate their feelings, it was a loss to t and the group.

I felt uncomfortable during the first semester about how I woul self back while facilitating a group. Many times, I tried to move session along smoothly without stopping and probing into the p looking past the superficial layers. Consequently, I passed up s nourishing experiences due again to my fear of invalidation. I f idea or concept that I was bringing forth might not excite or gr else and I would go unacknowledged. I feared making a verbal during a discussion and then experiencing one of those painfull moments until a new topic was brought up. Many times, I felt quiet and cool.

It took some time to remedy this problem. As the semester pr began making contributions that I believed were worthwhile o beneficial. Students could take or leave the contribution. The thing was for me to feel like it was valid. As my attitude was

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more 'staff talks':

In the fall of 1969, I participated in a high school teacher-training program through Ortega Park Teacher's Laboratory. I had such tremendous wins and the program opened up so many doors for me that I gladly joined the Kids Teaching Kids / Creative Teaching staff in 1971. This gave me a chance to work in a similarly structured program hopefully helping students gain some of the exciting new awarenesses I had through Ortega Park. Leading workshop groups would also be an opportunity for me to explore the helping professions (such as teacher, therapist, etc.) which I have always been interested in.

During the first semester, I worked with two groups of high school students. One group was from Woodrow Wilson High School in San Francisco and the other from the newly desegregated Ravenswood High School in East Palo Alto (about thirty miles south of San Francisco). The duties involved in working with a group were: recruiting students at the beginning of the semester, placing them in elementary school classrooms, placing them in workshop groups, and leading or facilitating their monthly workshops.

The way I saw facilitating workshops previous to schools opening in the fall of 1971 was a co-leader and myself would be setting up exercises and discussions for the group that might be helpful to the students in their work as teacher aids. With the program's humanistic slant, this meant primarily communication and self-awareness exercises, learning theory discussions, and specific classroom problem discussions. As a good group facilitator, I would be available to make the experience go smoother, perhaps giving it a new perspective. I would not be there to give correct absolute answers. Workshop participants would hopefully be making their own meanings from the experiences they were having. They would be controlling their own learning by taking only what they can use at the time. With this in mind, I entered my first workshops.

At first, I felt I was doing a satisfactory job. I was handling the administrative problems at the high schools very well. Plenty of students had been recruited and were placed in elementary schools. Transportation was being arranged. The first workshops seemed to go well. Students appeared to like them and gain something from them. I assumed I was facilitating workshops competently.

It was not long until my complacency about my ability to facilitate workshops was destroyed. I caved in over some comments from students during those first workshops such as, "Why are we doing this exercise? What's the point of it? It was easy for me to invalidate my original feelings due to these comments. Apparently some students were not making their own meanings from some exercises. It took me some time to accept this negative feedback without caving in. I finally concluded that some students needs were not going to be met in the program and what was most important for me was to feel I was presenting a potentially nourishing workshop. I had to meet my needs first. I also realized that I was not responsible for participants in the groups. If students took responsibility for themselves and communicated their dissatisfaction, that which they disliked could be changed. Their dissatisfaction could also be the basis of a spontaneous learning situation. If students did not communicate their feelings, it was a loss to themselves and the group.

I felt uncomfortable during the first semester about how I would hold myself back while facilitating a group. Many times, I tried to move a workshop session along smoothly without stopping and probing into the process or looking past the superficial layers. Consequently, I passed up some potentially nourishing experiences due again to my fear of invalidation. I feared that an idea or concept that I was bringing forth might not excite or grab anyone else and I would go unacknowledged. I feared making a verbal contribution during a discussion and then experiencing one of those painfully quiet moments until a new topic was brought up. Many times, I felt safer remaining quiet and cool.

It took some time to remedy this problem. As the semester progressed, I began making contributions that I believed were worthwhile or possibly beneficial. Students could take or leave the contribution. The important thing was for me to feel like it was valid. As my attitude was changing, I

Linda's suggestion.

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much more consistent girl, who worked better in the classroom as she was more willing to follow teacher guidelines and work within the structure of the setting. A few weeks after Evelyn's arrival came Richard, and then Mike. These two boys seemed eager, too, yet lacked the initiative to do or think of things unless I suggested them. Occasionally, especially when working with larger groups, outbursts between tutor and the children would occur. The tutors seemed a bit immature at handling these instances, talking back to the children in the same rude manner that the children did to them. The dilemma of the tutors (like that of a student teacher) is that the children initially do not take them seriously enough—as counselors, authoritative figures, teachers, etc. The children, at least those in my class, need consistency in treatment for them to feel comfortable and secure, and before real problems (behavioral or learning) can be dealth with. Here is where my tutors fell short—they were not consistent enough in attendance nor in objectives. Indeed, I don't really know what their objectives in the classroom are.

It's alot easier working at Garfield now. The kids are used to me and respect me more. It was kind of like I was a substitute before. They tried to get away with murder! running around. I've learned too about each individual kid and how he acts and how to handle him. That probably affects how he reacts to me too. Phonics with the 1st graders was really a pain for a while. It almost hated going just for that 20 minutes or so of "ba," "be," "be," "bo," and "bu's." With the Chicanos we are teaching them to read Spanish and learn to associate sounds with letter combinations. It was crazy at 1st because there I was teaching these kids the sound for letter "B" and having to really think to do it myself. It's not "Bee" it's "be," as in "bed" in English, it's "bu" as in "bud" Cuckoo!! Anyway, it was hard. Reading in Spanish, outloud, has become a cinch. My Spanish has really improved from hearing it and reading it and most of all speaking it at Garfield. With one girl especially I have to speak Spanish, always she understand next to no English and also refuses to learn. She's very stubborn and figures if people want to communicate with her they can do it in Spanish. I hope she does learn English. It will really be a drag for her when she gets older and realizes that most everyone in the country can't communicate with her. I guess she could move to Mexico but . . .

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It took some time to remedy this problem. As the semester progressed, I began making contributions that I believed were worthwhile or possibly beneficial. Students could take or leave the contribution. The important thing was for me to feel like it was valid. As my attitude was changing, I still experienced some silent pauses after I would make a statement: It was very liberating not to worry about this. I realized that not everyone will express what meaning they are making from my contributions and some students will not make a meaning from it until some time has passed. It also may never be relevant to the student. All three of the possible outcomes are fine with me although I would prefer a different outcome, where my contribution would be acknowledged.

By late November, 1971, the pieces were falling together for me about leading a group. One night at a Ravenswood group meeting everything hit me. I felt I was doing a terrific job as a facilitator that night. I was applying my new self-reliant means of motivation for both exercises and discussions. I was combining the right amount of sensitivity with the right amount of insensitivity. I was physically there with the group, but slightly exteriorized so I could see the group processes clearly and objectively. After this evening, I

began feeling consistently good about my ability to facilitate a workshop group. From then on, when I went to a workshop or meeting, I would apply my new understandings. I retained these understandings throughout the year.

Second semester, leading workshop groups was much easier for me. I felt more polished at it. I thought of workshops in more of a semester context and tied exercises together more. For instance, we did some exercises at the first workshop dealing with ways of tuning in to people, especially little kids. In following workshops, I would make a point of referring to the tuning-in process where applicable. The more times I referred to it, the deeper student understanding of it might be. This added a sense of coherency to the semester. During the first semester, there was little tie in from workshop to workshop.

With the first semester groups, I had worked strictly with Carol Baker, as a group co-leader. Second semester, I was co-leading with Carol with a group from Ravenswood High School. I was also co-leading with Jim Kerr with another group from Ravenswood High School and a group from the newly added school—Serramonte High School in Daly City, California. I felt as though I lacked much of the facilitating finesse Jim possessed. He had an appealing style while working with groups and was freqnetly in the limelight. I felt competitive for the limelight with Jim many times. This was my biggest problem second semester in terms of group leadership. Luckily, Jim is some-

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Things are a little different now than they were at first. Mr. Ferris changed the math period so I help out with the whole class on math. Sometimes it's pretty difficult teaching kids "borrowing" and "carrying" it's even harder trying to explain it in Spanish!

Often I wish I could work with these kids next year. It's fun going out to recess with them and watching them play on the bars and rings. Being a teacher must be a helluva lot of work—all one day and all that night preparing for the next day! Don't think I could do it—well I'm sure I COULD it's just I'm not sure I WANT to.

Sam is easy to work with. He is exceedingly appreciate of attention and anxious to please. In a way that makes me worry about him, though. He seems very insecure and talks and laughs in a loud, nervous way; also he guesses at a lot of words. It's a phenomenon that I

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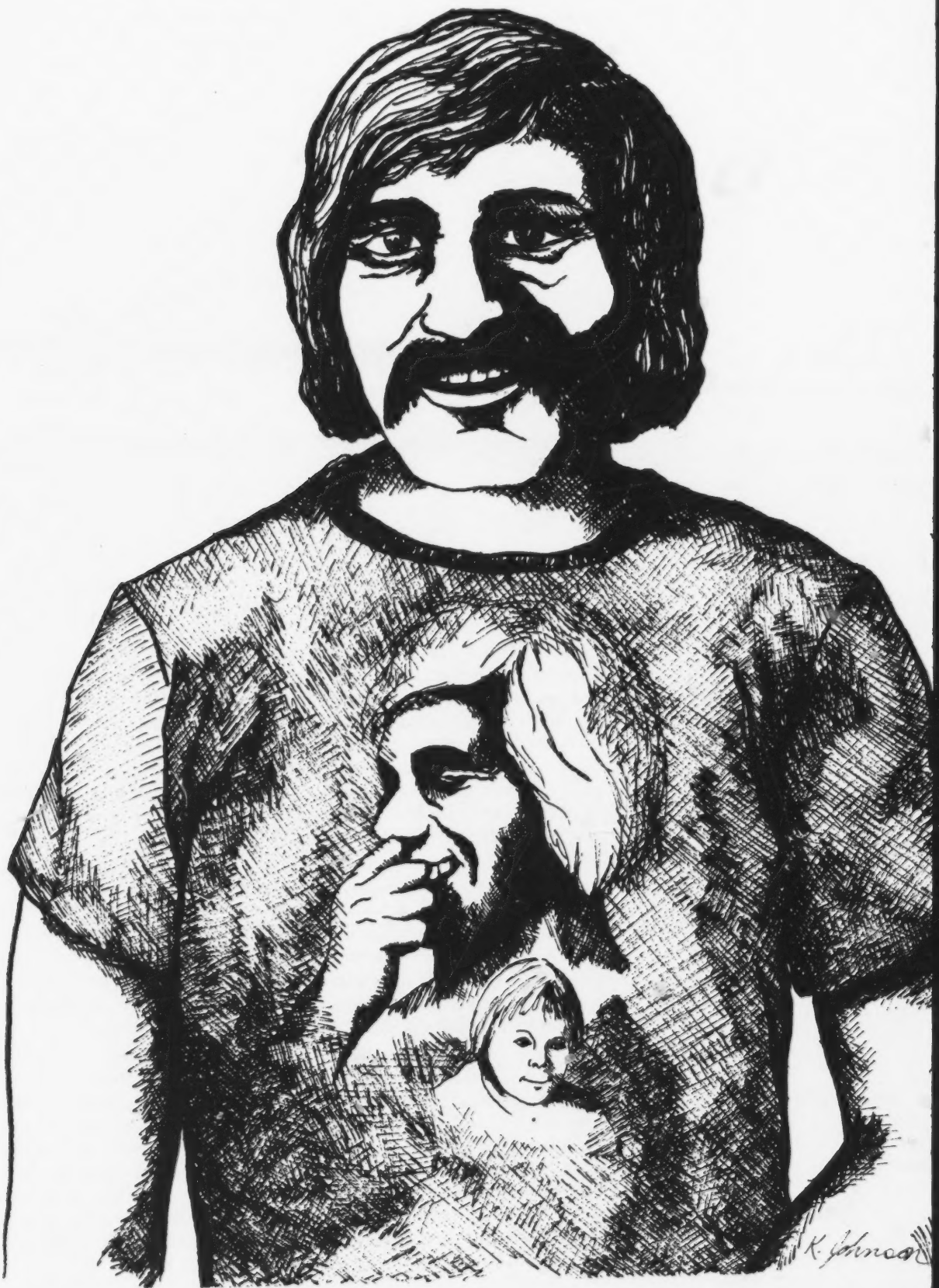

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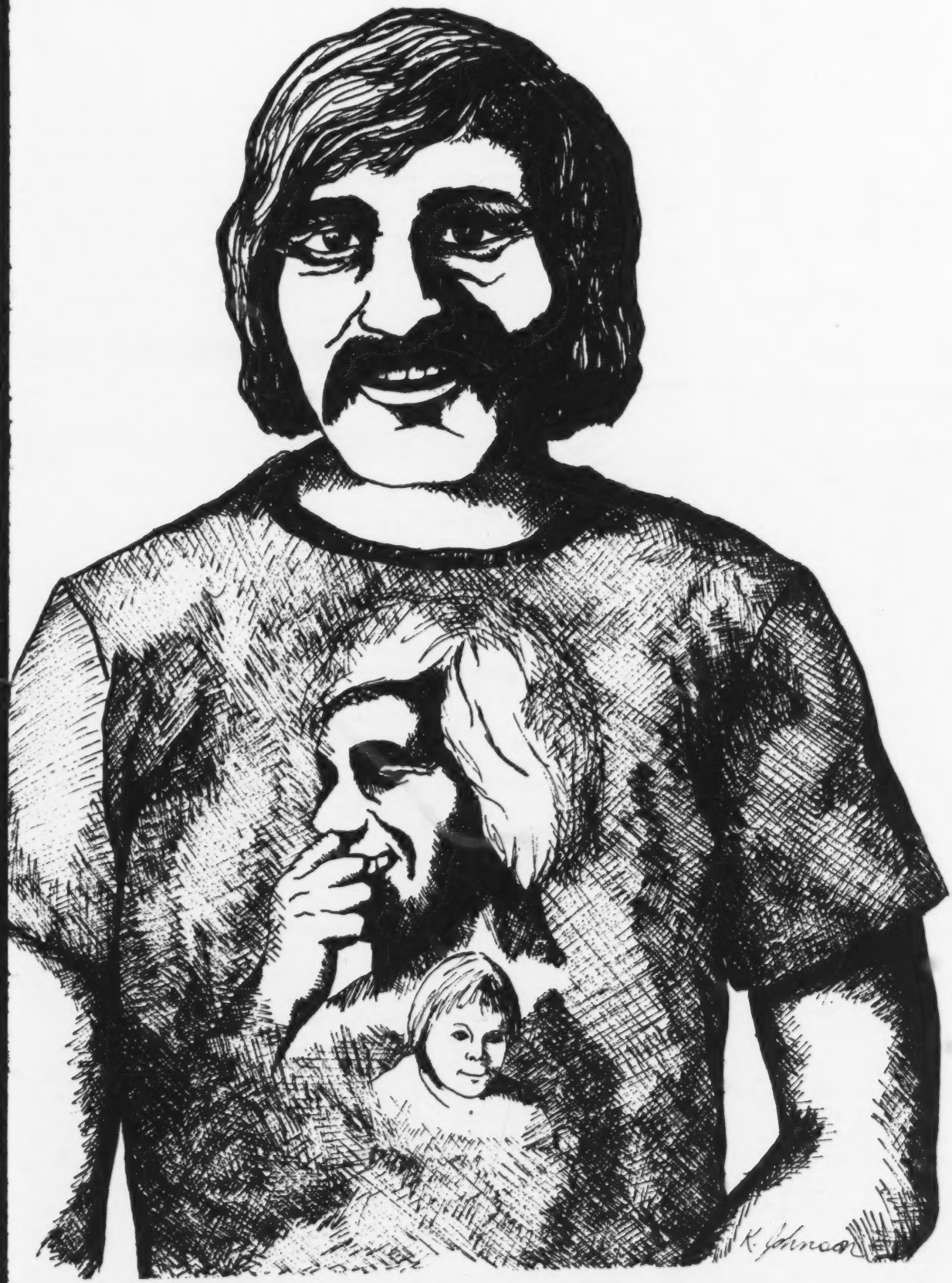

have found fairly common in my class; kids who can sound out words without much difficulty if one can get them to slow down and relax for a minute, will wildly guess at them instead, going only by the first letter because they're afraid. (Afraid of getting it wrong? I think so, but they're more likely to get it right if they sound it out. Perhaps they find it more disconcerting to be mistaken after really trying than if they have only guessed casually, as if they didn't care.)

Right after 4th period I would love to just go home or somewhere and have a nice lunch with a friend for 2 hours and skip teaching. It's very tempting. But once you get there you don't want to leave. I love all my little kids, they are all individuals. It's so nice being with them. I like going through all the projects they have to do together. I wish I was there longer and had more time to do things.

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A few days ago I took my bike to school. I didn't lock it. One boy asked me the combination so I told him. I thought it would be nice to see if he could open it. It's kind of a challenge especially with mine because it gets stuck and there's a special way to open it. Well after a long while he finally got it open. Then the trouble started. First one boy took the chain and ran. I knew that he would get hurt or hurt somebody but he wanted me to run after him. Then the girls entered into it and the boy and girls started to fight. They threw balls at each other. One boy hurt his eye and went to the yard duty. After that I got my lock back but I never wanted it to happen in the first place. How would I stop something like

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In keeping groups together away from workshops, I am very aw importance of communication with the participants. Mistakes made in the project are all related to communication problems.

At the semester change, two black women joined our previously At this point, I stopped working with the nearly all-black Wood High School group so one of these women could take over. Th the group did not change too much between the semester as it school's groups. I never communicated to this group that I was why. Apparently, this had a negative effect on the group. I sti wise for me to stop working at that school. I always felt slightl trying to meet the needs of a group of students whose culture I understand. Not communicating this to the group caused some We always talked of building a community of trust and openess could take risks and then, due to my fear of no one caring, I ju said, without communicating that I was leaving or why.

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I'm leaving the project staff now that the school year is over t The major thing I've learned this year is the absolute importan communication. With good communication skills, I can learn anybody. I want to take some of my communication skills an them in a new environment.

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In keeping groups together away from workshops, I am very aware of the importance of communication with the participants. Mistakes I feel I have made in the project are all related to communication problems.

At the semester change, two black women joined our previously all-white staff. At this point, I stopped working with the nearly all-black Woodrow Wilson High School group so one of these women could take over. The members of the group did not change too much between the semester as it did in other school's groups. I never communicated to this group that I was leaving and why. Apparently, this had a negative effect on the group. I still think it was wise for me to stop working at that school. I always felt slightly ridiculous trying to meet the needs of a group of students whose culture I do not fully understand. Not communicating this to the group caused some ill feelings. We always talked of building a community of trust and openess where people could take risks and then, due to my fear of no one caring, I just left, as I said, without communicating that I was leaving or why.

Serramonte High School started out with a bang and fizzled throughout the semester. We had some good workshops with this group for the first half of the semester. After the halfway point, fewer students were showing up for workshops and they began missing going to the elementary school. Teachers and students at the elementary level were complaining more and more. I think a good deal of this is due to the lack of communication between me and Jim and the students. I think it is important for the group leaders to be available more than one a month at workshops and once a week at meetings to communicate with students. The better the communication is between the staff and participants, they will benefit more from the program. At Ravenswood High School, where I spent much more time, we had much more successful groups in terms of participation. I believe my being on campus, available for talking to students helped sustain the program. When there is no follow-up communication, it is easy for the program to fade.

I'm leaving the project staff now that the school year is over to go to school. The major thing I've learned this year is the absolute importance of good communication. With good communication skills, I can learn anything from anybody. I want to take some of my communication skills and now employ them in a new environment.

—Fred

a teacher talks:

"If the workshops have helped to increase my sensitivity at all, then they are very much worth it. If they have helped me to look at teaching and learning in a better way (and they have) then they are worth it."[1] Sensitivity, awareness, communication—all keys to the learning process—were vital tools introduced to the reading tutors at Ravenswood High School through the Kids Teaching Kids program. I originally sought admittance to the program because I knew the tutors needed someplace to come together away from the school setting. They needed to discuss their problems and successes with each other. They needed to be able to help each other out. As an integrated group, I wanted them to have to function as a unit instead of skirting interracial involvement. All in all, Kids Teaching Kids seemed a most appropriate and desirable vehicle.

The process is not only intellectual; in fact very little of what is learned is the type that one can list, item by item. What we learn is not only accomplished by the exercises. The mere living experience—the hassels, the moments when black and white are together—and when they are separate, difficulties

Right after 4th period I would love to just go home or somewhere and have a nice lunch with a friend for 2 hours and skip teaching. It's very tempting. But once you get there you don't want to leave. I love all my little kids, they are all individuals. It's so nice being with them. I like going through all the projects they have to do together. I wish I was there longer and had more time to do things.

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A couple of weeks ago my teacher called me out of the class to talk to me. I wasn't nervous because I thought it was about class activities. What she wanted to talk to me about was my

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group goes through, all these things, if our minds are kept open to
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and should be, applied outside of them.*[2]

What came out of the four workshops in the second semester was
more than the fulfillment of a practical need. I felt a growing invo
and a marked change in perception. Increasingly, I could see that
right, healthy, and exciting was going on. I was a bit uncomfortab
the whole approach was very new to me and much less structured
normal framework. Imagine that to a relatively experienced teach
the learning process *is* and what makes it happen was a virtually u
realm. The tragic point of view promulgated in teacher training in
and high schools still is "what magic thing shall the teacher *do* to
No process at all, and certainly not engaging.

wise for me to stop working at that school. I always felt slightly ridiculous trying to meet the needs of a group of students whose culture I do not fully understand. Not communicating this to the group caused some ill feelings. We always talked of building a community of trust and openess where people could take risks and then, due to my fear of no one caring, I just left, as I said, without communicating that I was leaving or why.

Serramonte High School started out with a bang and fizzled throughout the semester. We had some good workshops with this group for the first half of the semester. After the halfway point, fewer students were showing up for workshops and they began missing going to the elementary school. Teachers and students at the elementary level were complaining more and more. I think a good deal of this is due to the lack of communication between me and Jim and the students. I think it is important for the group leaders to be available more than one a month at workshops and once a week at meetings to communicate with students. The better the communication is between the staff and participants, they will benefit more from the program. At Ravenswood High School, where I spent much more time, we had much more successful groups in terms of participation. I believe my being on campus, available for talking to students helped sustain the program. When there is no follow-up communication, it is easy for the program to fade.

I'm leaving the project staff now that the school year is over to go to school. The major thing I've learned this year is the absolute importance of good communication. With good communication skills, I can learn anything from anybody. I want to take some of my communication skills and now employ them in a new environment.

—Fred

a teacher talks:

"If the workshops have helped to increase my sensitivity at all, then they are very much worth it. If they have helped me to look at teaching and learning in a better way (and they have) then they are worth it."[1] Sensitivity, awareness, communication—all keys to the learning process—were vital tools introduced to the reading tutors at Ravenswood High School through the Kids Teaching Kids program. I originally sought admittance to the program because I knew the tutors needed someplace to come together away from the school setting. They needed to discuss their problems and successes with each other. They needed to be able to help each other out. As an integrated group, I wanted them to have to function as a unit instead of skirting interracial involvement. All in all, Kids Teaching Kids seemed a most appropriate and desirable vehicle.

The process is not only intellectual; in fact very little of what is learned is the type that one can list, item by item. What we learn is not only accomplished by the exercises. The mere living experience—the hassels, the moments when black and white are together—and when they are separate, difficulties with communication (in exercises and out of them) and the changes that the group goes through, all these things, if our minds are kept open to them, are a continuous learning experience, and what we learn at the workshops is, and should be, applied outside of them.[2]

What came out of the four workshops in the second semester was infinitely more than the fulfillment of a practical need. I felt a growing involvement and a marked change in perception. Increasingly, I could see that something right, healthy, and exciting was going on. I was a bit uncomfortable because the whole approach was very new to me and much less structured than my normal framework. Imagine that to a relatively experienced teacher what the learning process *is* and what makes it happen was a virtually unexamined realm. The tragic point of view promulgated in teacher training institutions and high schools still is "what magic thing shall the teacher *do* to the student." No process at all, and certainly not engaging.

At the first workshop I observed a non-judgmental approach to inquiry. Students were trying to figure out how the abacus worked. They called numbers to the demonstrator. He put beans in appropriate sections on the board. *When a student was ready,* he requested the beans and took responsibility for the process. Numbers were called to him. If it became evident that the participant was missing a step, the demonstrator simply took the beans back and the process was reversed until the student found the missing part. He was engaged and he was never *wrong.* The relief and joy I felt at the lack of censure and the active surging forward will remain with me always.

As is obvious from the journal exerpts, white tutors received much from the total experience. It is the black tutors, however, who seemed to have a significant number of needs met on a variety of levels. Impassive faces and some reluctance to participate did not signify lack of enthusiasm. The blacks attended every workshop, which was not compulsory. Prospective tutors knew about the program. The black kids were talking about learning because workshop activities had been fun and they had been stimulating. On game day in the Reading Lab one would find black tutors (far more than white) and their tutees playing "Killer" and "Battleship," strategy exercises introduced at a workshop. Sherman Goodwill said, "Over there you get to use your head. You don't have to just be sittin' with a pencil and a piece of paper." Of course they enjoyed the sweet pleasure of being away from school and home. In contrast to crowded houses, they were relatively alone, and they were "camping," as one of the girls put it—something some of them had never done.

I think the program is a great opportunity for students. So they can find out what teachers go through. Not only that, they learn a lot of interesting things like I did. The workshop had a lot to do with it. When I go on a workshop I have a chance to forget my troubles, and think clearly. I get along with all the students. There was a game I really liked called killer. I also learned about the abacus. But I had never learned about the abacus with a container where you put beans in it. It was very educational for me because I had never seen poison oak, and other poisonous plants. And the blind walk made me realize that you can put your trust in people sometime. The workshop also made me feel like I'm challenging myself.[3]

In short, although it was very enjoyable to be in Pescadero, the work done there obviously had value to the black tutor. Going on a trust walk—being vulnerable to and dependent on another—with a white peer is no small step. Entering into group discussion and communication exercises when you lack verbal sophistication takes courage. Just being in a strange group—mixed, at that—when you feel awkward there is hard. Hence, participation was sometimes erratic and a lot of encouragement had to be p
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I think education has an almost mystical, magical quality to many of the black students I have known. I think they were drawn to people and a program that was so genuinely concerned with the quality of education. Michael Clark, a fine black tutor, said, "I'm tutoring because I like to communicate with others. I like to share ideas with others and I have an emotional feeling toward school and basically education itself. At the workshop at Pescadero I exchanged ideas and learned many wonderful things."

Viability is the mark of a fundamentally sound program. I am excited about next year. I want to see how the black kids, particularly, handle Kids Teaching Kids. I want to see how they arrange to have their needs met. Michael wants to be more active—do more exercises. Chandra and Earsul may assume leadership in directing the planning and preparation of acceptable food. Linda's suggestion:

I think something that would be beneficial is more discussion of problems that we are running into. Some kind of way we could all participate in a kind of "complaint session." Everyone could pitch in and help each other out. The workshops, for me, are a bit too much out of touch with the Reading Lab. When I go, I find myself saying (and maybe others do too) "Forget about the Reading Lab!" The awareness expansion exercises are really far-out and great, but maybe we should try to face up more directly to the feelings; the successes and failures that we run into every day in our contacts in the Reading Lab. That's why I think the Fourth *Workshop was the best; because it was a good balance of both of these features.*

I support that suggestion. I would also like to see longer periods of work and longer breaks, making fewer divisions in the day. I think tutors should continue to participate in workshop planning. Perhaps tutees can attend at least one workshop.

I am grateful to have had the chance to examine how learning begins to happen. I am stimulated to pursue the openness that prevents problems and permits the student not to be taught, but to learn.

—Sally Wheeler
Reading Lab
Ravenswood High School

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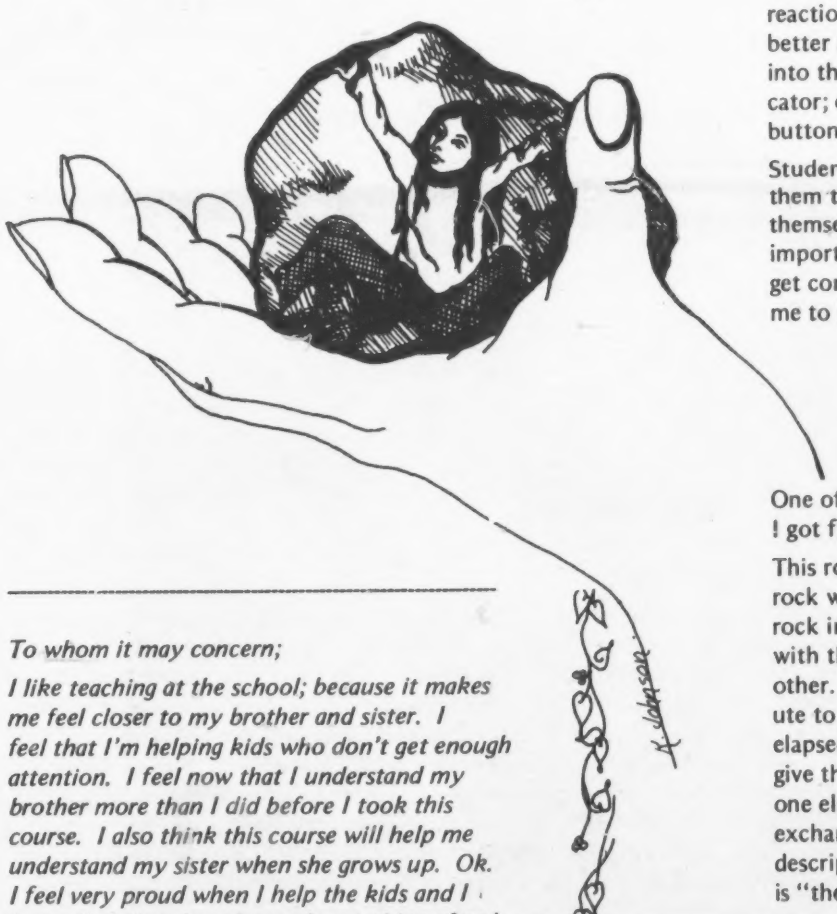
influence on the class and that I should really watch myself because when I do something they want to do it to. If she is trying to do something I should distract the class. She explained her feelings very nicely as to get her point across and not to offend me. She said that when after a hot recess that day it bothered her that I was sitting on the grass when she was trying to get the class to settle down before she went into the class. Her reasoning was they (the kids) were hot too, that it wasn't fair for me to be lounging on the grass. She said you have to think of small things like sitting on the grass but with alot of people doing it and it can be handled it will be done but no one is privileged and if one gets to they all get to and then it gets out of hand so it has to be cut out all together. That was her opinion but I don't agree with all of it if I had a tight schedule like her I might do the same though but if I had a school I wouldn't have a schedule because it keeps everyone up to the same level and that's not where everyone is there are faster and slower kids and in this school there isn't enough time for individuals so they are all herded in to the same level. because there is a certain amount that is to be learned in a certain amount of time. Of course there are advantages to this general schedule because when you are little you don't know what you want and you should be able to try all the different subjects. There are good ideas in each idea.



To whom it may concern;

I like teaching at the school; because it makes me feel closer to my brother and sister. I feel that I'm helping kids who don't get enough attention. I feel now that I understand my brother more than I did before I took this course. I also think this course will help me understand my sister when she grows up. Ok. I feel very proud when I help the kids and I know that they have learned something after I

some exercises

BUTTON PUSHING

A button is something one can push and get a predictable respons pushes a button controls the mechanism or organism that respond have buttons that get pushed every day. In the classroom where I students were placed, little kids were *always* pushing teacher aid's When they found a button they could push and get a certain resp students had a elementary control tool.

An example of this might be a student saying to a teacher aid, "Y too big." To a high school student, concerned about the size of h might be a huge button. The teacher aid's reaction might be emb anger, or a blush. The teacher aid might be less effective as a com if his intention could be thrown off by a "nose" comment.

We did a button-pushing exercise at workshops which went like t students would pair up and sit about three feet from each other. nothig more than be there—sit quietly looking at the other witho participating in any social games. The other would try to push b the button-pusher found one, the other student would break his generally with laughter. An example might be;

Pusher: You're stupid looking.

Student: (no reaction)

Pusher: You have snot hanging from your nose.

Student: (breaks into laughter)

The pusher would push this button again after the student had re serious silent position and continue until there was no response. tition in this exercise is different than hearing the same commen the same gesture again and again in the classroom. At the works exercise was being done in a formal, contrived framework. Work pants were button-pushing to help each other in the classroom, r control of each other for attention. When a button was finally f reaction) the teacher-aid would have more control of himself alo better ability to confront with intention. These abilities could t into the classroom and the teacher aid would be a more powerfu cator; one who did not invalidate himself while communiating d buttons students were pushing.

Students had mixed reactions about this exercise. Some claime them tremendously while others said they did not like the idea themselves or not showing how they felt. I liked it because I be important to be the one in control of yourself, and this exercise get control. If I am subject constantly to another's control, it is me to help others learn.

One of the exercises we did that I especially liked was the rock ! got from Dick Suchman.

This rock experience is usually done by giving each of the peop rock which they are to hold but not to look at. They are to co rock in any way except by seeing. Give them 5 or 10 minutes a with the rock by themselves. They aren't to talk or communica other. At the end of the time I usually change the set and ask t ute to be able to tell someone else what the rock looks like. Wh elapsed I have them put the rocks back in the sack without loo give them paper on which to write a brief description which wil one else to find the rock. When they have completed the descr exchange descriptions and they try to find somebody else's roc description. They can confirm for each other that in fact the r is "the rock."

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An example of this might be a student saying to a teacher aid, "Your nose is too big." To a high school student, concerned about the size of his nose, this might be a huge button. The teacher aid's reaction might be embarassment, anger, or a blush. The teacher aid might be less effective as a communicator if his intention could be thrown off by a "nose" comment.

We did a button-pushing exercise at workshops which went like this—two students would pair up and sit about three feet from each other. One would do nothig more than be there—sit quietly looking at the other without talking or participating in any social games. The other would try to push buttons. When the button-pusher found one, the other student would break his silence, generally with laughter. An example might be;

Pusher: You're stupid looking.

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Student: (breaks into laughter)

The pusher would push this button again after the student had returned to a serious silent position and continue until there was no response. The repetition in this exercise is different than hearing the same comment or seeing the same gesture again and again in the classroom. At the workshops this exercise was being done in a formal, contrived framework. Workshop participants were button-pushing to help each other in the classroom, not to gain control of each other for attention. When a button was finally flattened (no reaction) the teacher-aid would have more control of himself along with a better ability to confront with intention. These abilities could then be taken into the classroom and the teacher aid would be a more powerful communicator; one who did not invalidate himself while communiating due to the buttons students were pushing.

Students had mixed reactions about this exercise. Some claimed it helped them tremendously while others said they did not like the idea of controlling themselves or not showing how they felt. I liked it because I believe it is important to be the one in control of yourself, and this exercise helps me to get control. If I am subject constantly to another's control, it is difficult for me to help others learn.

One of the exercises we did that I especially liked was the rock exercise which I got from Dick Suchman.

This rock experience is usually done by giving each of the people involved a rock which they are to hold but not to look at. They are to come to know the rock in any way except by seeing. Give them 5 or 10 minutes at least to be with the rock by themselves. They aren't to talk or communicate with each other. At the end of the time I usually change the set and ask them in a minute to be able to tell someone else what the rock looks like. When the time has elapsed I have them put the rocks back in the sack without looking at them. I give them paper on which to write a brief description which will enable someone else to find the rock. When they have completed the descriptions they exchange descriptions and they try to find somebody else's rock from their description. They can confirm for each other that in fact the rock described is "the rock."

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I like teaching at the school; because it makes me feel closer to my brother and sister. I feel that I'm helping kids who don't get enough attention. I feel now that I understand my brother more than I did before I took this course. I also think this course will help me understand my sister when she grows up. Ok. I feel very proud when I help the kids and I know that they have learned something after I help them it makes me feel like I have achieved something special. Everyday when I drive up to the school parking lot they always wait for me at the office. After I sign in we go out to the playground. We always have a little football game and I guess that they are glad to see me there. I think the program is especially good. Leave it the way it is.

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Time spent as a group comparing processes of coming to know what were you thinking and what were you feeling throughout go about it; did anything change for you when I asked you to b cribe it for somebody else; what was happening as you put it in it; what do you see from comparing some of the written descri some of the kinds of things I discuss with groups, but it varies tion. With the rock exercise, like all exercises, it's really impor when you use it.

To do any experience without first having done it yourself seer contrary to the philosophy on an experiential approach to lear I can only speak from how I experienced the exercise but I do an intellectual idea of what its about if I have done it. With so has at least participated in the same exercise I might be able to or trade something.

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Student: (breaks into laughter)

The pusher would push this button again after the student had returned to a serious silent position and continue until there was no response. The repetition in this exercise is different than hearing the same comment or seeing the same gesture again and again in the classroom. At the workshops this exercise was being done in a formal, contrived framework. Workshop participants were button-pushing to help each other in the classroom, not to gain control of each other for attention. When a button was finally flattened (no reaction) the teacher-aid would have more control of himself along with a better ability to confront with intention. These abilities could then be taken into the classroom and the teacher aid would be a more powerful communicator; one who did not invalidate himself while communiating due to the buttons students were pushing.

Students had mixed reactions about this exercise. Some claimed it helped them tremendously while others said they did not like the idea of controlling themselves or not showing how they felt. I liked it because I believe it is important to be the one in control of yourself, and this exercise helps me to get control. If I am subject constantly to another's control, it is difficult for me to help others learn.

One of the exercises we did that I especially liked was the rock exercise which I got from Dick Suchman.

This rock experience is usually done by giving each of the people involved a rock which they are to hold but not to look at. They are to come to know the rock in any way except by seeing. Give them 5 or 10 minutes at least to be with the rock by themselves. They aren't to talk or communicate with each other. At the end of the time I usually change the set and ask them in a minute to be able to tell someone else what the rock looks like. When the time has elapsed I have them put the rocks back in the sack without looking at them. I give them paper on which to write a brief description which will enable someone else to find the rock. When they have completed the descriptions they exchange descriptions and they try to find somebody else's rock from their description. They can confirm for each other that in fact the rock described is "the rock."

Time spent as a group comparing processes of coming to know can be valuable: what were you thinking and what were you feeling throughout; how did you go about it; did anything change for you when I asked you to be able to describe it for somebody else; what was happening as you put it in words or drew it; what do you see from comparing some of the written descriptions. These are some of the kinds of things I discuss with groups, but it varies with the situation. With the rock exercise, like all exercises, it's really important how and when you use it.

To do any experience without first having done it yourself seems to me to be contrary to the philosophy on an experiential approach to learning. Granted I can only speak from how I experienced the exercise but I do have more than an intellectual idea of what its about if I have done it. With somebody who has at least participated in the same exercise I might be able to share something or trade something.

QUESTIONS AND QUESTIONING

Communication

An exercise that I have done that people sometimes find rather difficult is to be together as two people conversing, finding out about each other, but trying not to ask *any* questions. (15 minutes to ½ hour.)

Some people have gotten the idea that questions and questioning were thought to be bad because we had them do this exercise. From the discussions many times comes a realization of how we manipulate and control conversations through questions, and manipulation is thought to be bad *per se* by many people. Most people aren't free of "good and bad" labels, and I feel this prevents them from seeing a lot more of what's happening.

Mapping–Active Listening

We do another thing which we got from Dick Suchman, called "mapping" or active listening. This is a tool, not an exercise, and involves questioning. It's no big thing in terms of being unusual. What is different is the intent of the questioner—that is to really find out how a person thinks in a given area as well as what he knows. How does he or she organize the stuff he has collected in his head—in wht different kinds of ways is it organized. If your intent is just to find out then you are not judging his responses and this is an important part of mapping. You are trying to find out without "putting your thing" on the other person. Mapping has been a difficult tool for some people to understand partly because some people already do it sometimes. It's kind of like listening, we do it but we can do it better and hear more. Mapping is a way of getting more in touch with how the learner learns and makes meaning—and doesn't.

Random Thoughts

All of this questioning business has made me more aware of how many other ways questioning is important in learning and helping people. Questions are a way of manipulating a conversation. As the questioner you determine what is talked about. Teachers in classrooms ask most of the questions. Students generally don't ask questions for at least two reasons: they didn't initiate the subject and aren't really interested, or they are taught not to ask questions because their questions aren't the right ones.

You can learn to ask better and better questions and thereby solve problems better—learn better. The game 20 questions or the game Battleship each is a good example of this statement. As you play either of these games you can learn to ask questions that narrow down the solution to the game much faster. You have learned to ask better questions.

As you learn to ask better questions you find that you better understand the nature of the problem. The best questions have in them the solution to the problem. Some questions are never asked and therefore we never get to the root of the problem. In school we seldom question why we teach any subject. We ask instead how we can teach it better. We don't question what it is we need to know. Instead we ask how we can better organize the curriculum. We don't ask why or should we have schools. The question is, "How do we build better schools?"

Questions have a way of intimidating students and other people even when you don't consciously mean to be intimidating. (You also mean to be.) You may recall at least one experience when some one asked you a question—a person you didn't know or like very well. Your paranoia is aroused and you ask yourself, "why is he asking me that? Is he trying to trick me? Why should I tell that old fart?" Or questions are a threat because you may expose yourself as being dumb by answering wrong.

Questions may be games that aren't fun like when you ask questions that you already know the answer to. It's just a way for teacher to test us or get a discussion going. I try to make those kinds of questions into statements as a more honest "up-front" approach (I'm not always successful). It's much more fun for me to pose questions that I don't know the answers to.

Questions can also be statements in disguise. "You don't really mean that, do you?" I like a more honest statement that I take responsibility for. "I

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Another part of my reasoning underlying workshop structure was related to who developed the sturcture of workshops. I believed that the community should determine what went on in workshops along with the staff. At intervals throughout a workshop the group gave the staff feedback about what went on. From the feedback we decided what to do next. The "we" could be the two staff members by themselves or a community decision. If it was a community decision the staff usually suggested the alternatives and most of these were contrived experiences. We initiated the activity in essence unless it was free time which wasn't considered an integral part of the workshop.

My attitude toward free time began to change along with the way in which we might give people an "out" from doing exercises. What happened was that free time began to be used in different ways. I used the free time all along as an important time to tune in to students, to get to know them. Now I found that fun time like volley ball could be important to viewing the process of learning, too. We could look at how we related to each other, what competition meant to our relationship, how we solved problems, how changing the rules affected us. The games or activity was initiated by those who wanted to play or do. Not everyone had to play. Not everyone had to be exposed to the same experiences or ways of looking at learning. Besides we could use any acitivity to look at learning. I began to facilitate the looking at learning in many different contexts which included trying out differences in time,

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glossary

Humanistic to me means putting man as the most important consideration in learning. Man is learning for himself (fulfillment) first, and not so he can serve his country or training so he can fill the positions needed by industry or even to get a job—first. He serves his own need for fulfillment first.

Experiential is a process of learning by doing. I think its how we learn—learning with your whole being where meaning gets into the marrow of your bones. My approach in workshops has been experiential, yet much of the year in a narrow, somewhat methodological way. The method part has gone like this: I set up some experience that I ask people to participate in; I pick the experience

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Next year I want to be lots more in touch with that flow. I will use contrived experiences but hopefully more on the spur of the moment as they naturally fit into what's happening. All of us can initiate activities, individual or group. Group activities will grow from the desires of the people doing the activity and whatever it is we can learn from it if we want to. The learning people want and need will occur because they are in charge and the environment for learning is rich and responsive.

getting in

Working as a project with an agency outside public education (Portola Institute) yet working in the public schools gives you advantages over working directly within the schools. The advantages are that you do things much more on your terms; you have lots more control over money spending, who you work with and how you do things, and where you work. The advantages are my reasons for being outside.

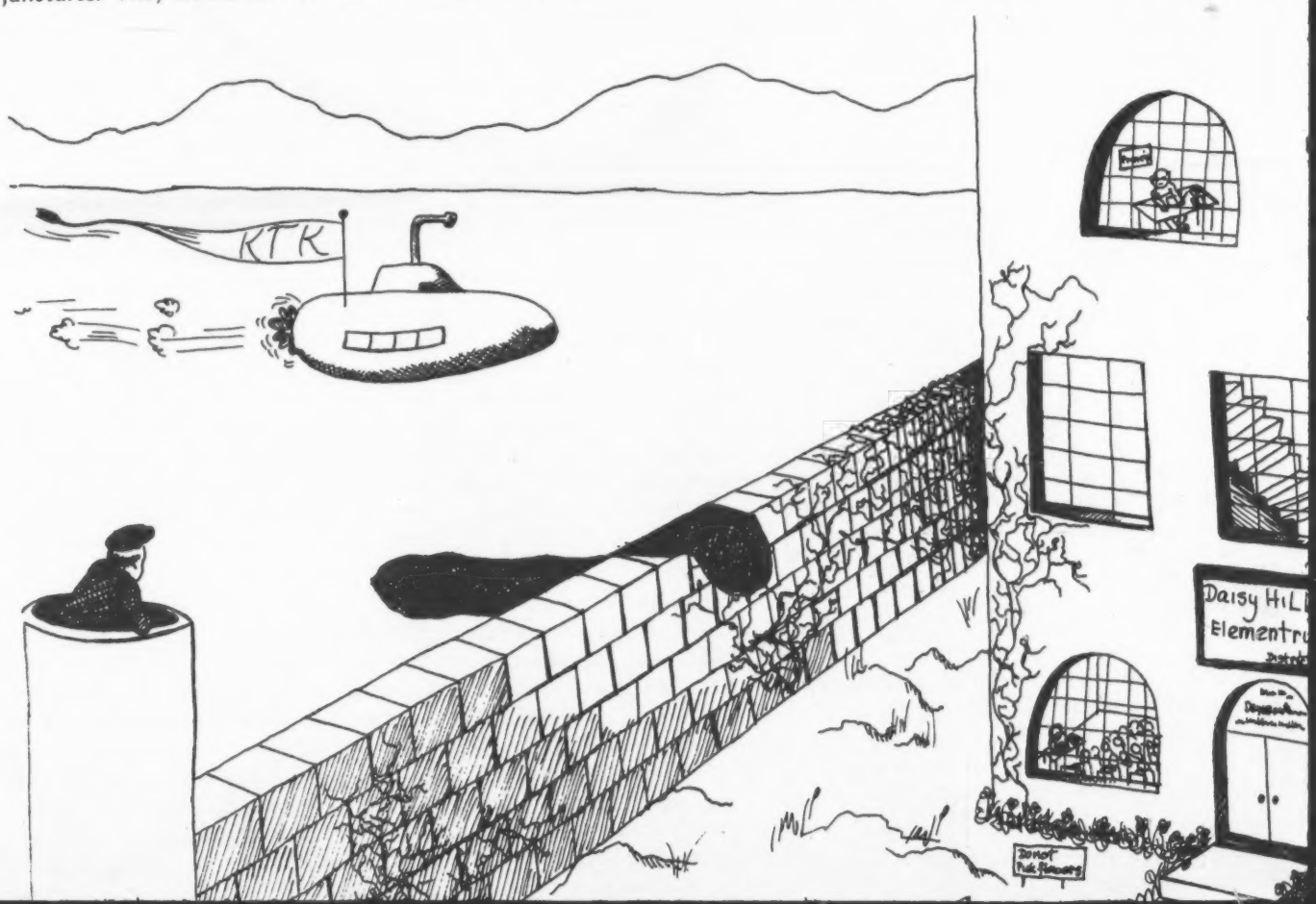
There are also some disadvantages to being outside, one of which is "getting in." The Kids Teaching Kids project had the problem of how do we get the schools to cooperate with us so that kids can benefit from our program. Any one who is selling something to schools has the same problem. The problem exists whether you are a private business, a public non-profit corporation, a foundation, or the federal government. I feel strongly that the way in which you solve the problem-sell the product or idea —get in— will greatly effect how the product or idea is used or incorporated in the schools.

We got into schools in a number of different ways. In some districts our initial contact was at the district office level or "downtown." This seems to be the most logical way to approach schools and most people do it this way. The effect of this approach is to have the program passed down from the top through some intermediate administrator and then to teachers and students. Teacher commitment to the program takes a long time using this approach. It has to finally become their program which means you have to overcome the fact that it was passed down to them. Even when we approached rather enlightened principals who tried not to impose the program on teachers and who also gave us a free hand the same problem existed. *We* were caught up in being part of the problem too because we were authorized to do the project and then took our project to them. It was easy not to include teachers in important decisions or other parts of the process of doing the project because it was *ours* and *we* had been authorized by an administrator. If the project had really been theirs there would have been no need to consider involving them at different junctures. They would have considered when to involve us!

There were three groups with whom we worked in the initiated and organized by teachers themselves. They the programs and asked us to work with them. We fur kept in mind that we were working with them and eve think of them as our program. We acted then as facili Too many times we lost sight of our function as facili became just a part of our program where we did our t came along. It was an easy attitude to slip back into, have assumed for years as teachers.

At these schools now there is a strong base of teacher and for having us work with them next year. District for our part of their programs is nonexistant in these because of how we got in to the schools. The most im there though. Student support for what the Kids Tea to offer is as strong here as it is in any of the other sc involved and we will be able to get support at other le

As I wrote this piece, with some difficulty I became a ableness. I was trying to make a case for having prog educational change, to "get in" at the teacher level. our difficulties in some schools, and with similar prog fact that in those schools the program was passed do This I still believe. However, we as well caused part were putting our program on people, passing it down educators or at least giving people a program which t initiating. Our posture in learning has been to give p learning, for us to be facilitators rather than teachers ! think we were contrary to these precepts a number when we came into a school and gave them the prog had little control of their learning. Our role should inquiry, the growth, of teachers and students who h or have started like Kids Teaching Kids. They will c because of what we represent. They must *choose* to have a choice to pick us from among other programs they want from what we have to offer.



ing in

project with an agency outside public education (Portola
t working in the public schools gives you advantages over working
in the schools. The advantages are that you do things much
ur terms; you have lots more control over money spending, who
th and how you do things, and where you work. The advantages
ns for being outside.

so some disadvantages to being outside, one of which is "getting
ds Teaching Kids project had the problem of how do we get the
operate with us so that kids can benefit from our program. Any
elling something to schools has the same problem. The problem
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or the federal government. I feel strongly that the way in which
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been authorized by an administrator. If the project had really
there would have been no need to consider involving them at
nctures. They would have considered when to involve us!

There were three groups with whom we worked in the project which had bee
initiated and organized by teachers themselves. They were looking to impro
the programs and asked us to work with them. We functioned best when we
kept in mind that we were working with them and even for them and didn't
think of them as our program. We acted then as facilitators of their program
Too many times we lost sight of our function as facilitators, and then they
became just a part of our program where we did our thing and they just
came along. It was an easy attitude to slip back into, one that many of us
have assumed for years as teachers.

At these schools now there is a strong base of teacher support for these grou
and for having us work with them next year. District administrative support
for our part of their programs is nonexistant in these areas at this point
because of how we got in to the schools. The most important support is
there though. Student support for what the Kids Teaching Kids program ha
to offer is as strong here as it is in any of the other schools in which we are
involved and we will be able to get support at other levels as well.

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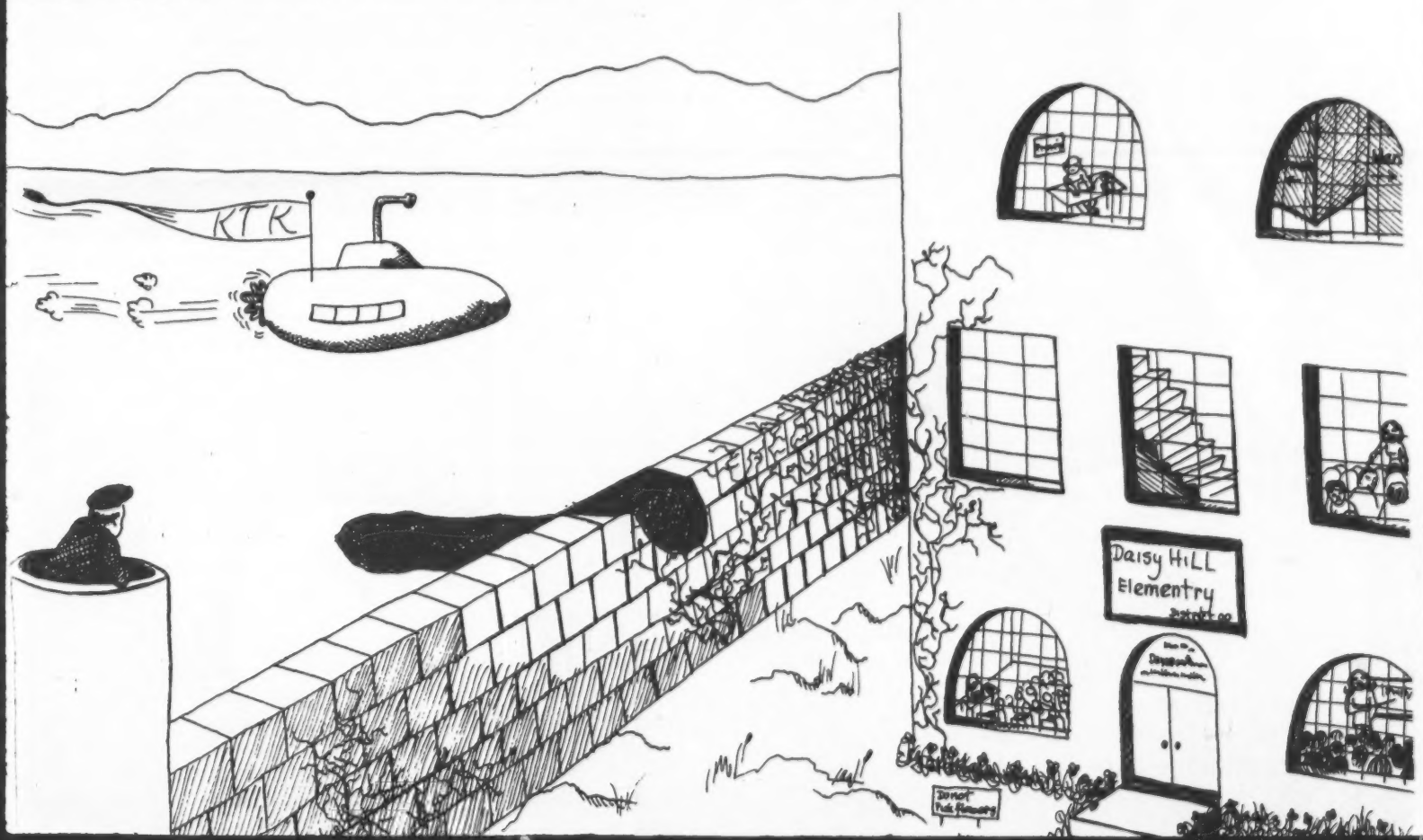

foundation, or the federal government. I feel strongly that the way in which you solve the problem-sell the product or idea —get in— will greatly effect how the product or idea is used or incorporated in the schools.

We got into schools in a number of different ways. In some districts our initial contact was at the district office level or "downtown." This seems to be the most logical way to approach schools and most people do it this way. The effect of this approach is to have the program passed down from the top through some intermediate administrator and then to teachers and students. Teacher commitment to the program takes a long time using this approach. It has to finally become their program which means you have to overcome the fact that it was passed down to them. Even when we approached rather enlightened principals who tried not to impose the program on teachers and who also gave us a free hand the same problem existed. *We* were caught up in being part of the problem too because we were authorized to do the project and then took our project to them. It was easy not to include teachers in important decisions or other parts of the process of doing the project because it was *ours* and *we* had been authorized by an administrator. If the project had really been theirs there would have been no need to consider involving them at different junctures. They would have considered when to involve us!

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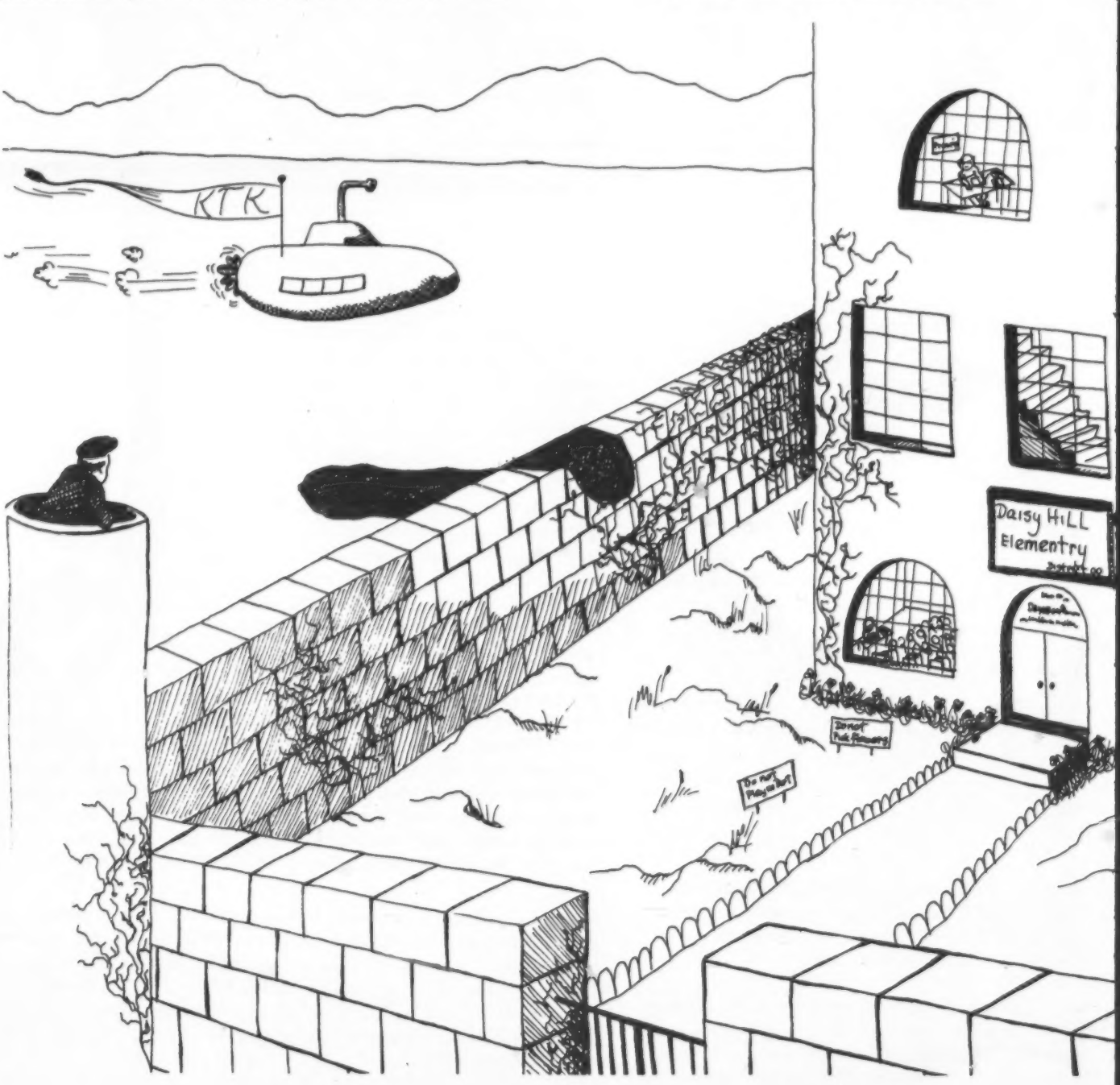

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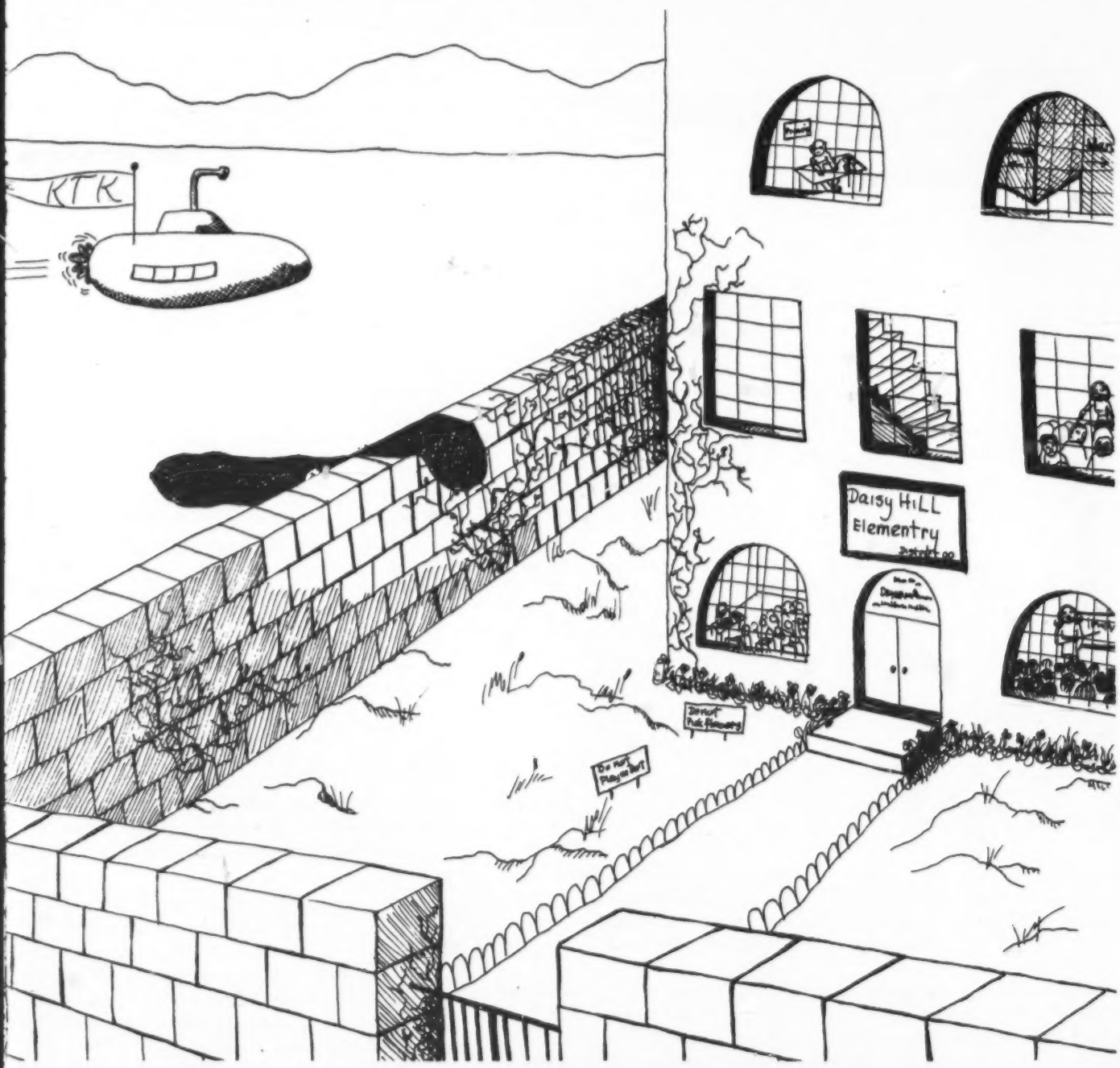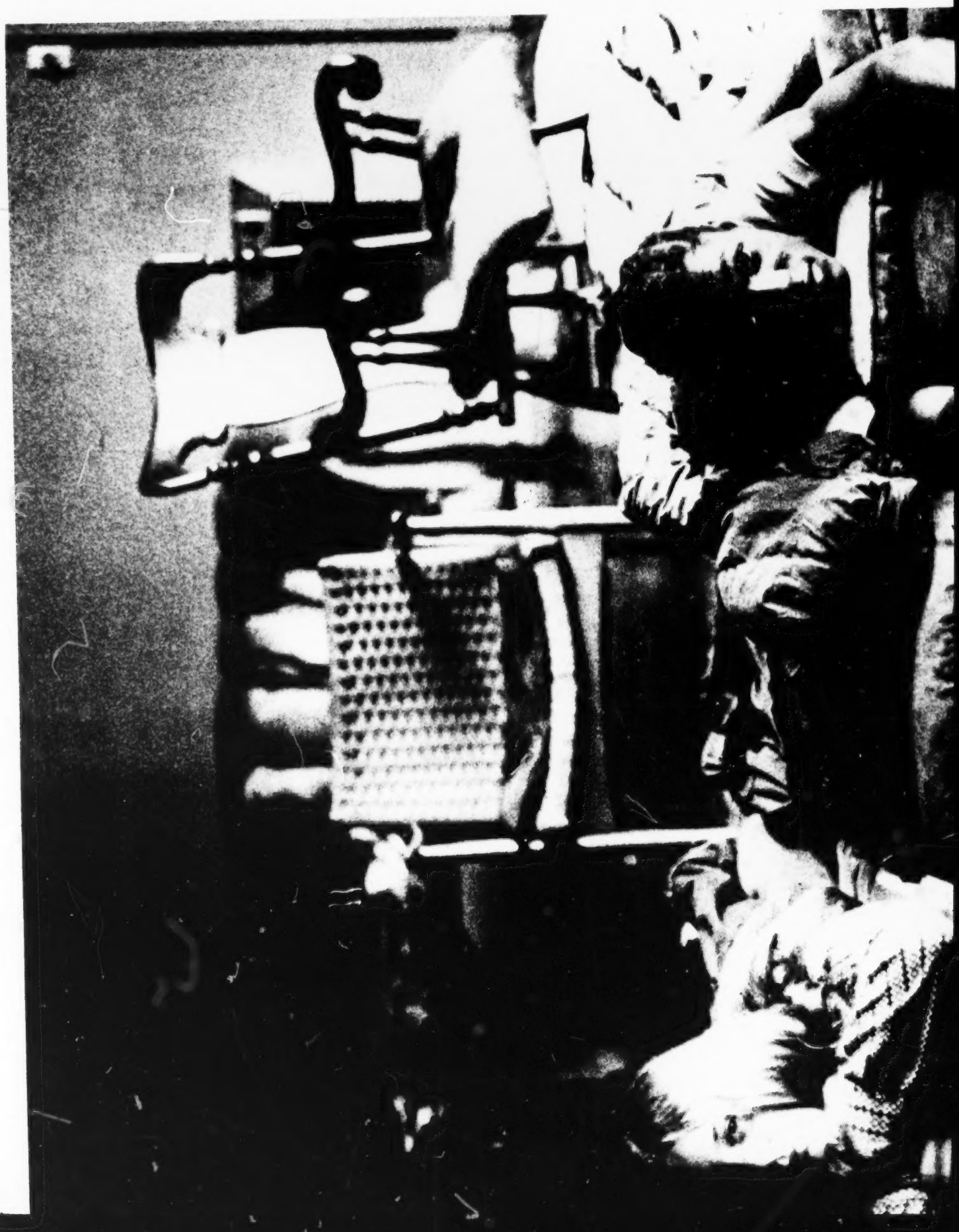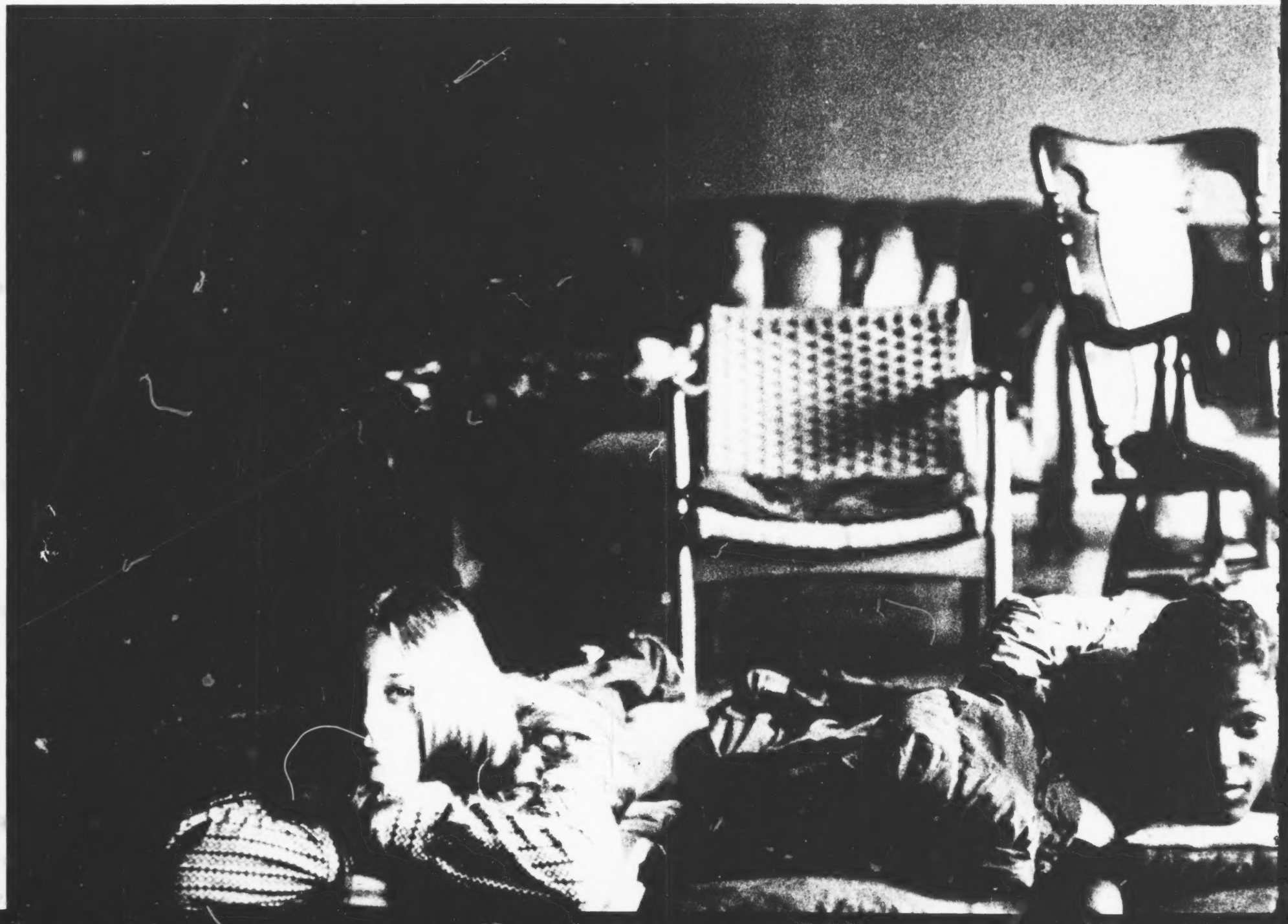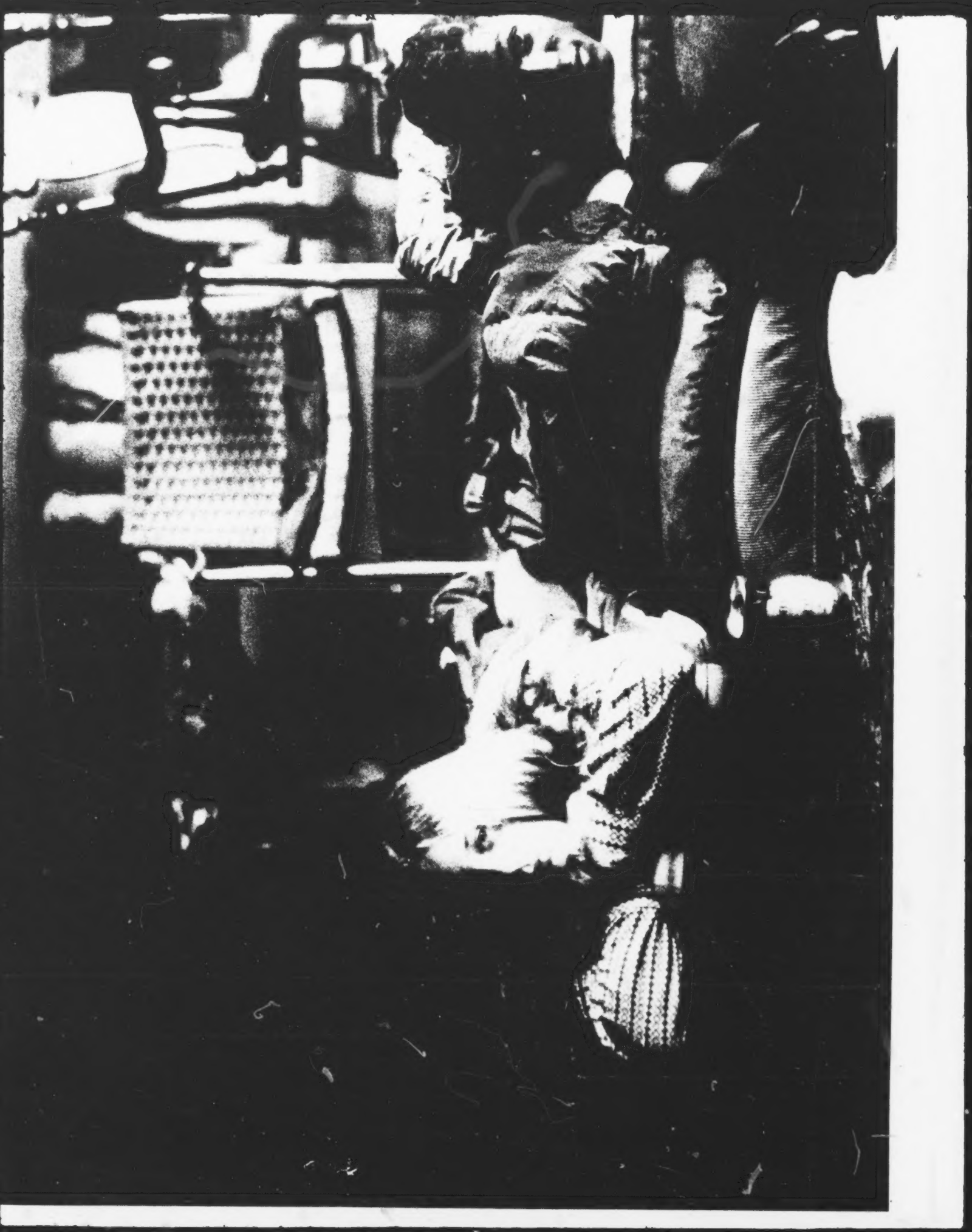
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